



THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 120, NUMBER 6

JUNE, 1950

Compton's

**BELONGS IN EVERY
CLASSROOM**



No lag in interest here! Daily, in thousands of American classrooms, just such scenes are taking place. With Compton's handy, pupils find the answers to their questions at the time they arise. The Compton Fact-Index at the back of each volume is a never-failing quick-

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equipment. Using ten years as the average life of the encyclopedia, the cost of Compton's is only one-third of one per cent of the cost of operating a modern classroom.

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FREE to teachers while supply lasts. Personal copy of any one of the following reprints of new articles from the 1950 Compton's Pictured Encyclopedia. Give school and position. No obligation. **Primary: Farm Life; Intermediate grades: Coal—Heat—Petroleum; High school: Atoms—Energy—Electrons.**

F. E. COMPTON & COMPANY • 1000 N. Dearborn Street, Chicago 10, Ill.

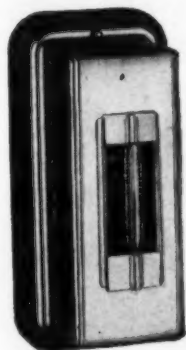
WHY JOHNSON TEMPERATURE CONTROL IS CHOSEN *for all types of heating systems*



High School, Drummondville, Quebec. A. Leslie Perry, MRAIC, architect; Wiggs, Walford, Frost & Lindsay, mechanical engineers; Industrial Plumbing & Heating, Reg'd., heating contractors, all of Montreal.



Johnson T-900 Master Thermostat measures outdoor temperature.



Johnson T-400 Room Thermostat provides final temperature correction.

During the past half-century... as the many advantages of automatically controlled temperature became more clearly understood, Johnson engineers were the logical source of information on correct temperature control for new applications. Why? Because Johnson designs and then manufactures, as well as installs, the complete automatic control system to fit each specific need. Building after building, thousands of them, have been studied by Johnson engineers and equipped with automatic control for 24-hour temperature comfort and the ultimate in fuel saving.

Small wonder, then, with such an extensive background of experience, that Johnson has had the answer to the question of how to control radiant heating coils since the earliest days of the development of "panel heating."

That is why, in the first school building in the Province of Quebec to be equipped with radiant heating, Johnson engineers were employed to build in the temperature control system. In the Drummondville High School, Johnson weather-compensated anticipatory control measures the changes in outdoor temperature and compensates for them. Consequently, the temperature of the coils which heat the radiant panels follows closely the demand for heat, and the irritations caused by the "thermal lag" of the panels, experienced with ordinary control hook-ups, are avoided entirely.

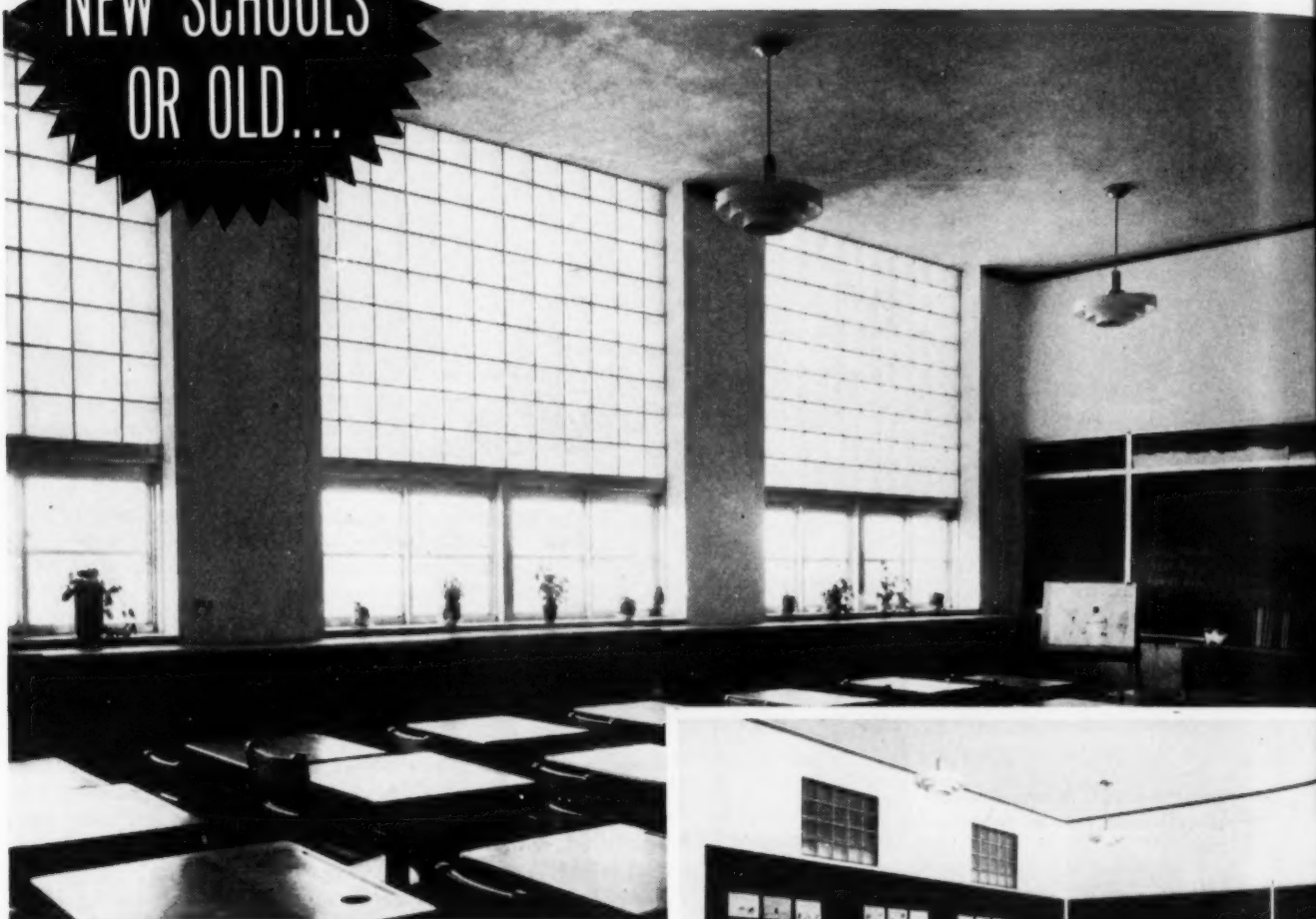
As a final correction of the temperature in each individual room, there is a Johnson room thermostat on watch in each of the 20 rooms at the Drummondville High School. The ventilating systems which serve the gymnasium are Johnson-controlled also.

There is no doubt about it—you get many advantages, developed through years of wide experience, when Johnson takes over your temperature control problems. Talk it over with a nearby Johnson engineer. A consultation carries no obligation. JOHNSON SERVICE COMPANY, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.

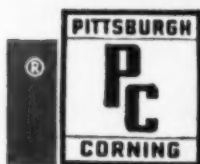
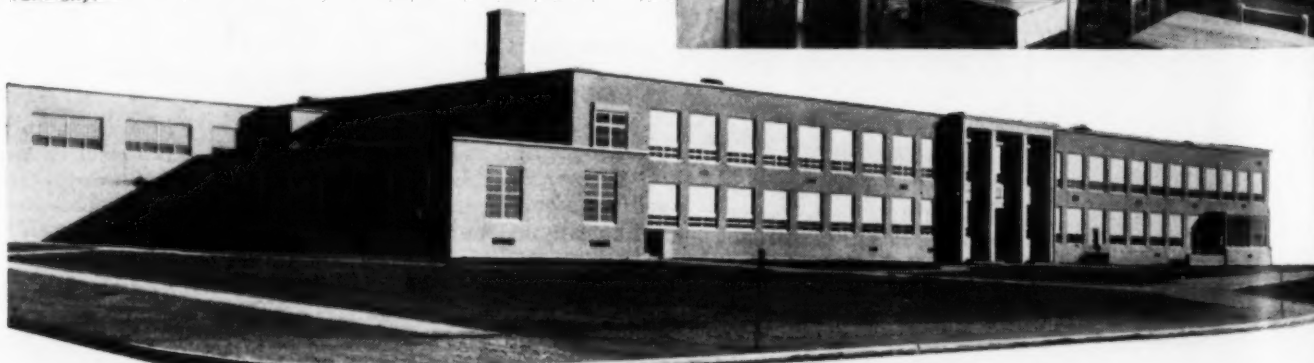
JOHNSON *Automatic Temperature and
Air Conditioning* **CONTROL**
DESIGN • MANUFACTURE • INSTALLATION • SINCE 1885

IN
NEW SCHOOLS
OR OLD...

PC Functional Glass Blocks



AT THE NEW CARLE PLACE SCHOOL, Carle Place, New York, the original building plans included PC Soft-Lite* Prism B Blocks for sun exposures. These assure adequate and softly diffused daylight for classroom work, thus helping to guard student health and comfort by minimizing eye-strain and fatigue. To "share the light" between classrooms and corridors, interior panels of decorative PC Glass Blocks were utilized. Architects: Knappe & Johnson, New York City.



GLASS BLOCKS.

DISTRIBUTED BY PITTSBURGH PLATE GLASS COMPANY

THE AMERICAN SCHOOL BOARD JOURNAL, June, 1950, Vol. 120, No. 6. Published monthly by The Bruce Publishing Co., 400 N. Broadway, Milwaukee 1, Wis. Entered as Second-Class Matter March 17, 1891, at the Post Office at Milwaukee 1, Wis., under Act of March 3, 1879. Subscription Price—In the United States, Canada, and countries of the Pan-American Union, \$3.00 per year. In Foreign Countries, \$3.50. Single copies, 35 cents.

Control daylight... cut costs

Over the country, school administrators have reaped the exceptional benefits that are derived from the installation of PC Glass Blocks. For PC Glass Blocks are scientifically designed to "make the most of daylight"—whether they are included in building plans or utilized in modernization projects.

For example, PC Functional Glass Blocks—with exclusive Soft-Lite® Edge Treatment—are especially suited for classrooms on sunny exposures. They admit an abundance of comfortable daylight—directing it to the reflecting ceiling, from where it is diffused evenly throughout the entire room. Interior panels of PC Decorative Glass Blocks, on the other hand, are extremely useful for "controlling the light" between classrooms and corridors.

That's not the whole story. All PC Glass Blocks have practical, money-saving features of immediate appeal to school management. They involve no rot or metal sash, so there is nothing to rot, rust or require periodic painting or puttying. Repairs or replacements are seldom necessary. Since they have more than twice the insulating value of single-glazed windows, heating and air conditioning costs are reduced. And they save on maintenance costs. What's more, PC Glass Blocks offer privacy, cut off unsightly and distracting views, dampen outside noises, stop the infiltration of dust and grit.

Don't give your pupils and staff the benefits of PC Glass Blocks, and at the same time effect economy in your school operations? If you are contemplating new construction, make PC Glass Blocks a part of your planning. And if you are considering remodeling present buildings, replace existing sash with modern, handsome, savings-producing PC Glass Blocks. Meanwhile, get full details on the many uses of PC Glass Blocks. The coupon will send them to you.

*Edge Treatment is fused into the glass during manufacture. It is exclusive with PC Glass Blocks. It is enough diffused light to permit admission around perimeter to create a comfortable, "eye-ease" appearance.

Edge sealed in here →



Two pieces of formed glass, fused together, enclosing a partial cavity, each PC Glass Block is a hollow insulating unit. Various patterns and inner contours enable single cavity blocks to admit daylight; to direct, divert or diffuse light to areas remote from the window. Double cavity blocks, in which a fibrous glass screen is sealed between the halves of the block, assure additional insulation and insulation.

*T. M. Reg. applied for



THESE "BEFORE" AND "AFTER" photographs of the Washington High School, Washington, Indiana, show what a remarkable transformation takes place, when old sash is replaced with modern, handsome PC Glass Blocks. Here, PC Soft-Lite® Prism B Glass Blocks were used in the study hall, directing natural daylight to the ceiling, from where it is diffused and reflected downward throughout the room to give ample soft light for seeing tasks. For the panels in stairwells and corridors, a light-diffusing PC Glass Block pattern was installed. Architect: Lester W. Routt, Vincennes, Ind.

Pittsburgh Corning Corporation
Dept. F-60, 307 Fourth Avenue
Pittsburgh 22, Pa.

Without obligation on our part, please send us a FREE copy of your booklet on the use of PC Glass Blocks in schools and other public buildings.

Name.....
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City..... State.....

...the mark of a modern building

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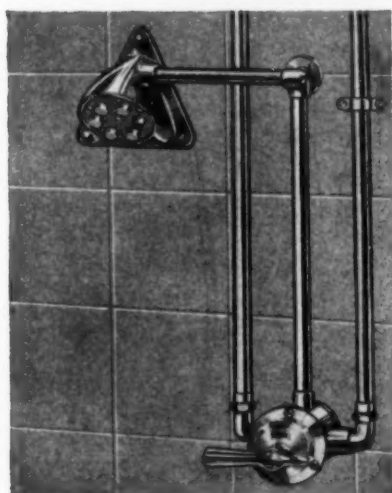
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with a
SPEAKMAN
Anystream-Sentinel
Shower**



Gallon for gallon, Speakman Anystream-Sentinel Showers give better shower bathing. That's because the Speakman Anystream Head delivers a full-pattern shower and is economical in the use of water... saves you up to 50% in water consumption. Furthermore it gives normal showers even at low pressures and its self-cleaning feature reduces maintenance to a minimum. The Wall-Type Anystream Heads are tamper-proof. The variable spray is adjustable only with a key.

The amazing Speakman Sentinel Mixing Valve insures steady temperature-controlled water to the Anystream Head regardless of down-the-line water stealing. There's no fear of sudden surges of icy cold or steaming hot water caused by fluctuating supply line pressures. It's all done with the f-l-o-a-t-i-n-g piston in the mixing valve which works on water pressure alone. This piston may be removed for servicing *without shutting down the water supply* to the valve.

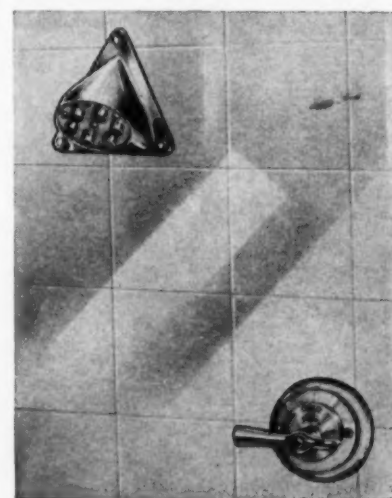
*For durable quality—economy in water consumption—ease of maintenance
—make sure your showers are Speakman—traditionally the best in brass.*



(Right) S-1715 SPEAKMAN Concealed Sentinel Shower... Wall-Type Anystream Head... key operated for spray adjustment... vandal-proof. Working parts in Balanced Pressure Mixing Valve renewable from face of wall. Pipe size $\frac{1}{2}$ ".

(Left) S-1750 SPEAKMAN Exposed Sentinel Shower... supplies to overhead 36" long. Horizontal discharge arm setting wall type Anystream Head 15" off center. Pipe size $\frac{1}{2}$ ".

Write for Booklet S-54 showing other types of Speakman Sentinel Showers and Anystream Shower Heads.



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set new safety, mileage records!

Choose either of these two great new Goodyear school bus tires and you'll get more safety, more mileage. *That's a proved fact!* Months of grueling tests show that these specially designed tires outperform all others in their class for mileage, traction, blowout resistance and non-skid protection. That's because they're built with entirely new tread designs, tougher compounds, improved traction features—just what today's busy, crowded school buses need! Get the tire that's right for *your* work and be assured of safer, more trouble-free operation.



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20% to 25% more mileage than present standard tires. Sets a new standard in mileage and safety *at regular price*. New flatter zigzag tread provides more road-grip on traction wheels—gives extra-long, smooth-rolling service on front wheels. Available in all sizes, from 15" and 16" rim diameters up.

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50% deeper tread gives *super mileage* plus *super traction*.

If your operation calls for heavy-tread tires, Xtra Treds have no equal. New deep-notch tread insures far more effective traction. They cost only 12½% more—give up to 50% longer mileage.

Buy and Specify

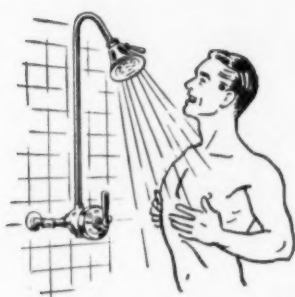
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Hi-Miler, Xtra Tred—T.M.'s The Goodyear Tire & Rubber Company, Akron, Ohio

MORE TONS ARE HAULED ON GOODYEAR TIRES THAN ON ANY OTHER KIND

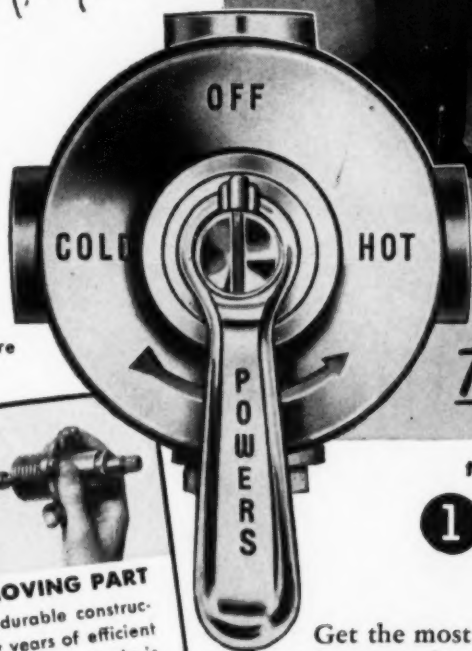


TYPE H MIXER
For concealed piping
Dial diameter 6"

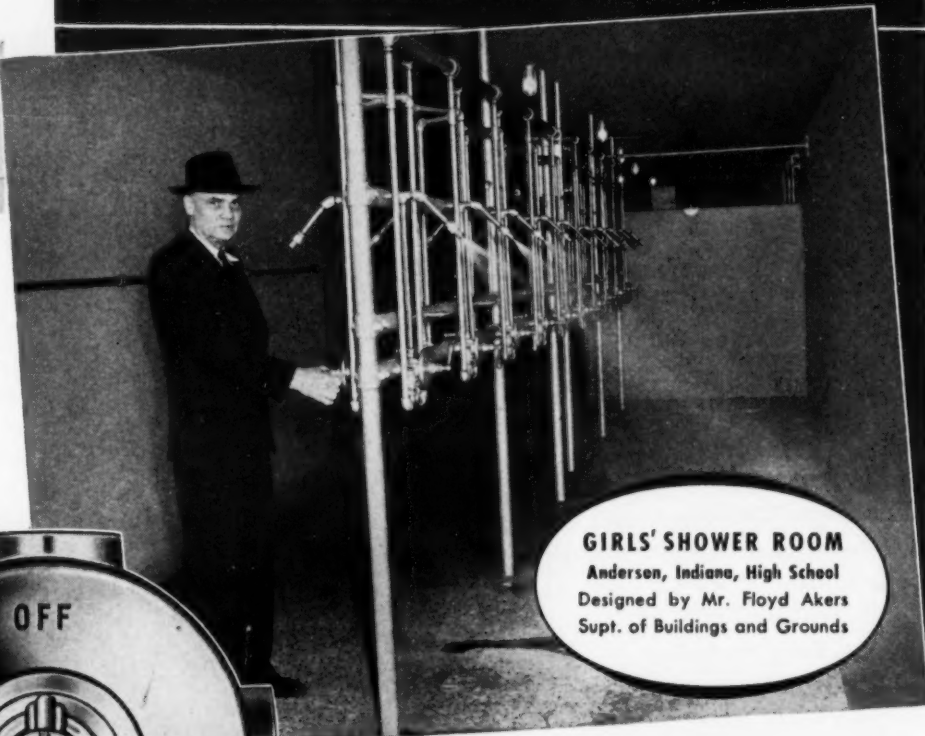


**TYPE H
Thermostatic
MIXER**
For exposed piping
Dial diameter 3 1/4"

CAPACITY
6 to 10 gallons per
min. at 45 lbs. pressure
1/2" pipe connections



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Being thermostatic they hold shower temperature constant wherever set regardless of **temperature** or **pressure** changes in water supply lines. They are safe **both** ways.

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Modern Trane Convectors keep coeds cozy in the new residence building at Mt. Holyoke College, South Hadley, Massachusetts. Architect: Douglas Orr, New Haven, Conn. Contractor: C. H. Cronin, Inc., Boston, Mass.

Convectors — cum laude

When it comes to selecting the valedictorian of the convector class, leading architects, engineers and builders are nominating Trane Convectors for this coveted award.

Trane Convectors have long been proclaimed a leader in the school heating field because they can really be depended upon to deliver the utmost in comfortable, cleaner, controlled heat—efficiently and economically.

They're economical to operate because Trane Convectors waste no heat. Quick response, when heat is needed, assures efficient regulation. With quick-acting convector controls, heat output can be instantly regulated to exactly suit individual desires.

Sturdily built of heavy furniture steel, Trane Convectors are designed to withstand the most rugged abuse. Their

graceful lines enhance the beauty of every room. Can be painted to blend with any scheme of decoration. They fit any steam or hot water system.

Ask the Trane Sales Engineer in your area to show you how the many types and sizes of Trane Convectors—free standing, wall hung, semi-recessed, fully recessed or picture window—will fill every application perfectly.

THE TRANE COMPANY...LA CROSSE, WIS.

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Manufacturing Engineers of Heating, Ventilating and Air Conditioning Equipment—Unit Heaters, Convector-radiators, Heating and Cooling Coils, Fans, Compressors, Air Conditioners, Unit Ventilators, Special Heat Exchange Equipment, Steam and Hot Water Heating Specialties ... IN CANADA, TRANE COMPANY OF CANADA, LTD., TORONTO.

Trane Convectors hide away in the walls under windows at Mt. Holyoke College, permitting complete freedom of room decoration while providing an abundance of heating comfort.

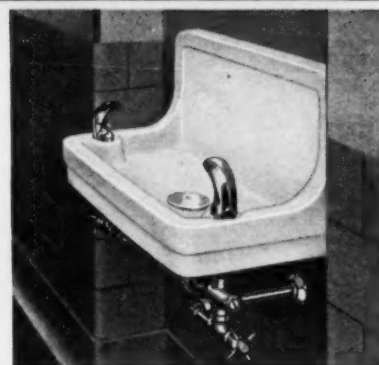


AMERICAN-Standard

First in heating . . . first in plumbing



Architects: Raymond Harry Ervin and Associates, Denver, Colorado.
 Mechanical Engineers: Marshall & Johnson, Denver, Colorado.
 General Contractor: E. L. Hobbs Construction Company, Denver, Colorado.
 Plumbing Contractor: Grabb Plumbing & Heating Company, Denver, Colorado.



This AMERIC Drinking Fountain features angle stream anti-squirt bubblers and automatic volume regulators. The Americ is made of genuine vitreous china and has non-tarnishing Chromard fittings. It is easy to keep sparkling clean . . . and it is easy to keep the floor area around the wall-supported fixture clean, too.

It's AMERICAN-Standard throughout in Denver's Rosedale School

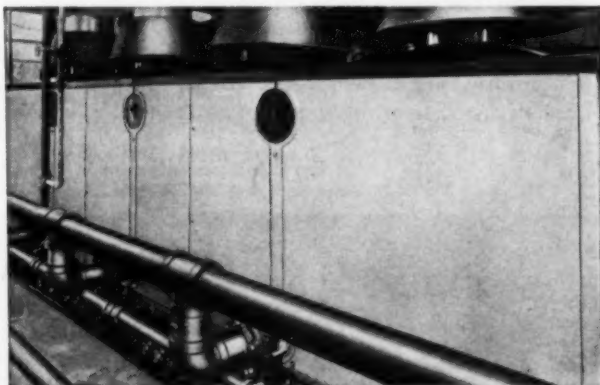
The Rosedale School is an outstanding example of modern school planning. A unit of Denver's progressive school system, it features the finest in design and equipment — including both American-Standard Heating Equipment and Plumbing Fixtures.

In thousands of modern institutions all over the country American-Standard products help guard the health and comfort of students and teachers. Well known for their attractive design and durable construction, American-Standard products also have earned a reputation for easy and economical maintenance.

And American-Standard has a *complete* line of heating equipment and plumbing fixtures to choose from. Whether you're equipping a new school or remodeling . . . large school or small . . . American-Standard can supply the products for *your* particular needs. Ask your Heating and Plumbing Contractor about these recognized leaders. He'll gladly help you select the American-Standard products best suited to your needs. **American Radiator & Standard Sanitary Corporation, P. O. Box 1226, Pittsburgh 30, Pa.**



These syphon jet DEVORO BABY Water Closets are ideal for use in schools. Only 10" high, they are convenient for even the smallest tots. Made of non-absorbent, genuine vitreous china. The attractive LUCERNE Lavatory with splash back, deep square bowl, and cast-in soap dish is also made of durable, easy-to-clean genuine vitreous china. Has non-tarnishing Chromard fittings. The compact ARCO MULTIFIN Convactor at right keeps the large washroom comfortably heated. It is shown installed in a recess model American Enclosure.



Steady and adequate heat is automatically supplied the Rosedale School by this large STANDARD Gas Boiler. Sections are carefully machined to assure gas-tight joints. Heating surfaces, burners and controls are coordinated to give maximum output with minimum operating and maintenance costs.

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PLUMBING AND HEATING CONTRACTOR

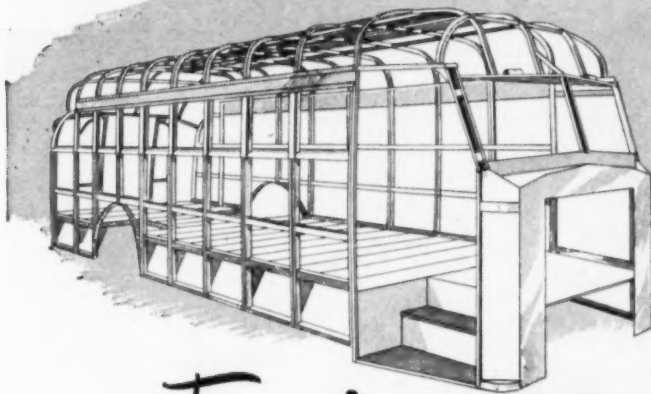
The Crane *Norwiche* Lavatory—here installed in boys' washroom—a popular fixture in schools the country over. Available in many sizes and styles, wall or pedestal mounted. Vitreous china—rounded lines for easy cleaning . . . *Dial-ese* controls for instant replacement. From the complete Crane line of quality school plumbing.

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For the safety of your children



Yes, for the safety of your children you want the *safest* school bus body that's manufactured. Here's one sure way of getting it—*specify an Oneida Safety School Bus Body!* For only Oneida features the exclusive "Cradle of Steel from Wheel to Wheel" frame that is built to withstand heavy impacts from all directions . . . to assure greater protection against body failure due to stress, strain or torsional twist. Oneida Safety School Bus Bodies literally

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Oneida Safety School Bus Bodies—ranging in size from 16 to 66 passengers—are available in the exact load capacity to meet your particular requirements. Get the added safety, comfort and durability that make Oneida "America's Most Famous School Bus Body."

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THE REO Safety School Bus... a complete unit from tires to top... has earned a reputation for being the *safest* school bus in America. It now has the added advantage of *lower prices*! So, today, the *safest* in school transportation is within your budget.

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Reo offers more protective and accident-preventive features than any other school bus! Built to meet or exceed the exacting safety standards of the National Education Association, the Reo Safety School Bus offers low-cost, *safe* transportation for the nation's school children.

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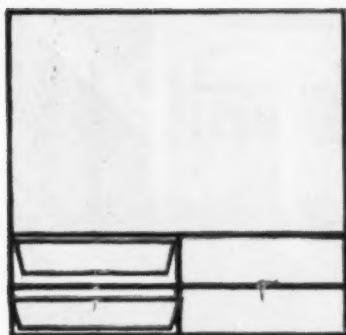
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SAFETY SCHOOL BUSES



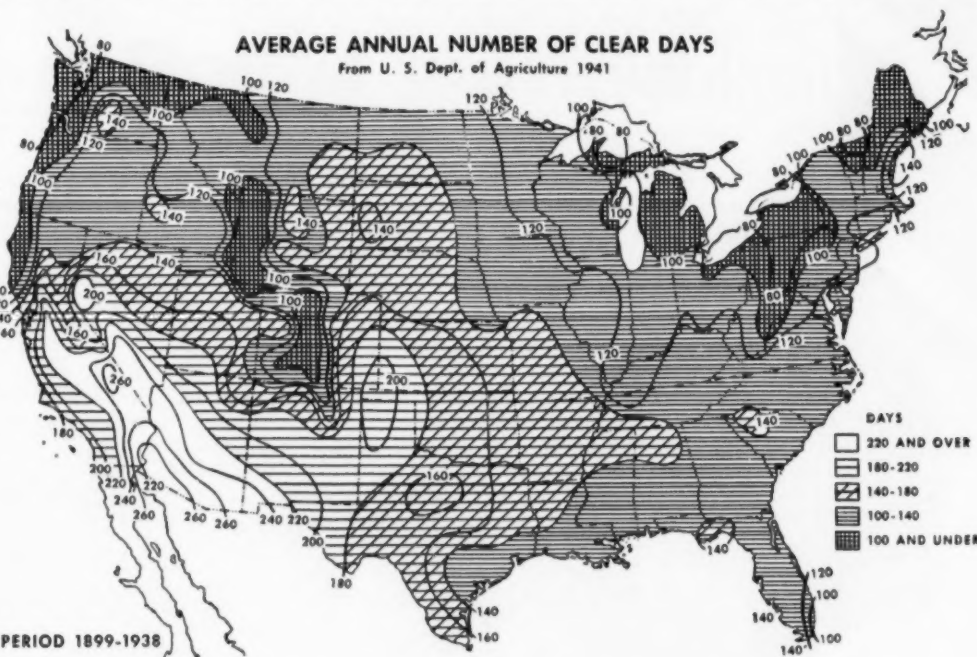
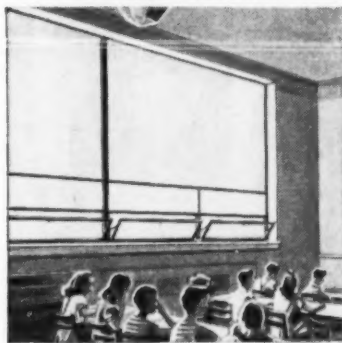
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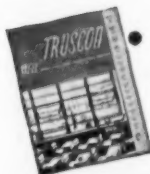


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THE AMERICAN School Board Journal

A Periodical of School Administration

Contents

Cover: Main Entrance, Alamo Sports Center, San Antonio, Texas	
The Superintendent and the Student Body, <i>Charles H. Wilson</i>	17
Thornton School Board Serves Community	18
The School Board Member and His Neighbors, <i>Robert F. Topp</i>	19
What About the Compulsory Retirement Age?, <i>J. M. Clifford</i>	21
Long Range and Annual Budgeting in Gary, <i>Charles D. Lutz</i>	23
The Economic of the Superintendent's Salary, <i>James W. Bushong</i>	24
The Problems of a School Board, <i>O. H. Roberts, Jr.</i>	25
Overprotective Parents Mean Well, But, <i>N. D. Myers</i>	26
Safety, A Community Project, <i>H. W. Houston</i>	27
Schoolhouse Smoke: Its Relationship to the Community, <i>A. L. Brown</i>	29
The Summer Renovation Job, <i>Dave E. Smalley</i>	30
San Antonio Builds a Sports Center, <i>Thomas B. Portwood and Claud H. Kellam</i>	33
Torrington Dedicates Lincoln Elementary School Building	37
Lexington Launches Building Program, <i>Del Martin</i>	39
A Community Goes to Work, <i>Dale F. Davis</i>	46
Parabolic Classrooms in Abington Township, Pennsylvania, <i>Henry F. Daum</i>	49
N.S.B.A. Executive Secretary Reviews First Year in Office and Looks Ahead, <i>Edward M. Tuttle</i>	53
Helping Conserve Our Nation's Natural Resources, <i>Elaine Exton</i>	56
Annual Exercises for Adults, <i>Elmer G. Bowes</i>	60

EDITORIALS:

City School Finances	52
Interschool Competition	52
Undermining Confidence	52
Who Will Pay?	52
Building More Than Boats	53

Teachers and Administration	65	New Publications for School-Business	
School Law	66	Executives	74
School Finance and Taxation	68	School Building News	78
Personal News of School Officials	70	Personal News	80
New Supplies and Equipment	94		

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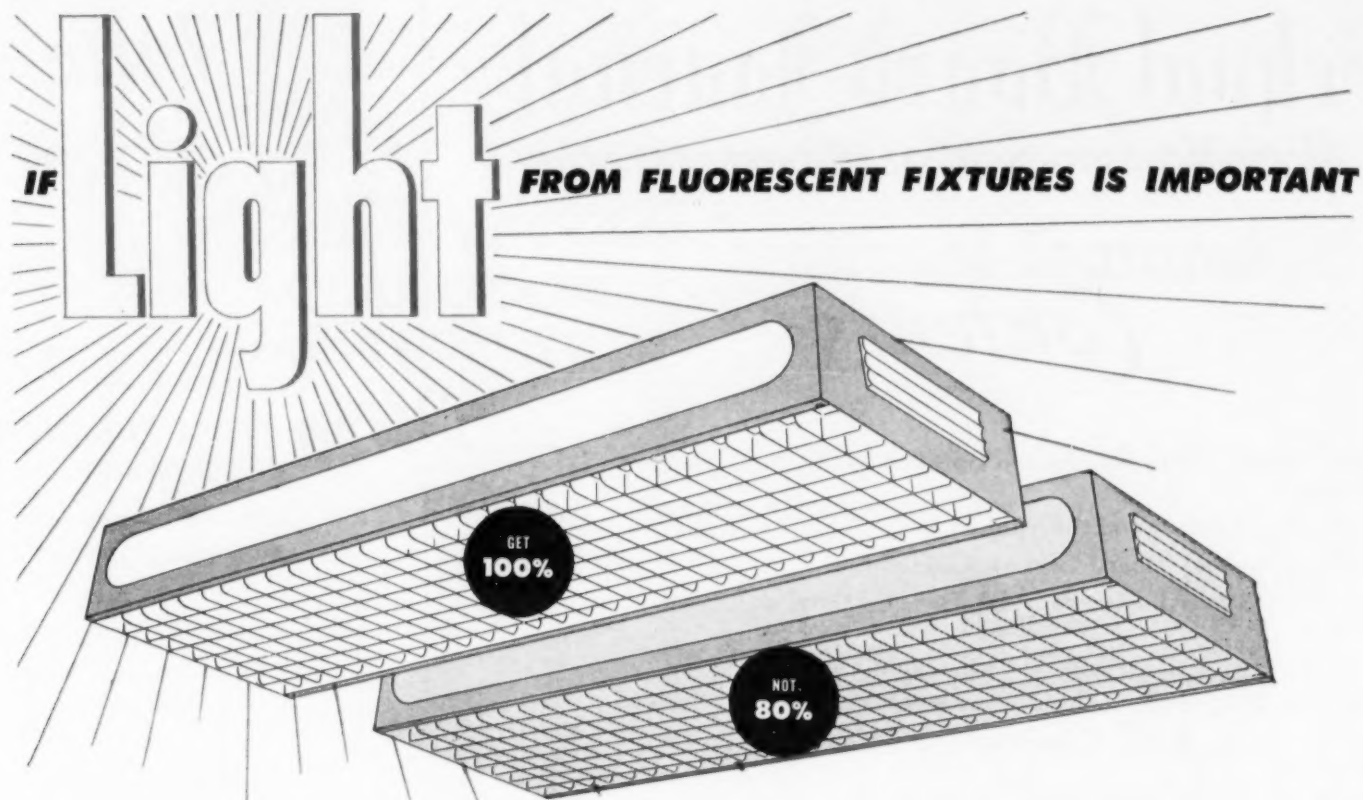
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The contents of this issue are listed in the "Education Index."

SEMI-ANNUAL INDEX

The index for Vol. 120 has been stapled in the center of this issue so that it can easily be removed when binding the issues into one volume. Government regulations require that the pages of the index be numbered as reading pages. When these pages of the index are removed page 40 and 45 will be consecutive pages.

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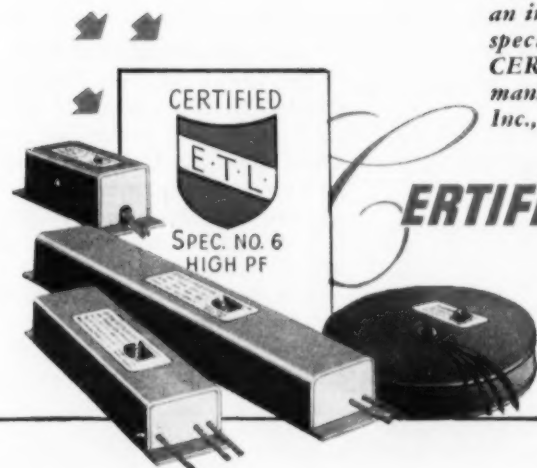
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Better Human Relations Between —

The Superintendent and the Student Body *Charles H. Wilson**

Does the superintendent of schools really extend his influence into the student population? Is it an influence genuinely felt, or is it an influence experienced only indirectly through the teaching personnel?

Occasionally one hears of a superintendent who is held in high esteem by the school faculty, yet has earned perhaps a justifiable reputation as "pickle puss" with students. None of us, of course, imagines that he is held in this sort of repute, either by faculty or student body; but a look around might convince a good many of us that we're not generally considered to play the "good fellow" role which we generously assign to ourselves. A superintendent who has something of a reputation for staff morale remarked recently that he hadn't thought of his true stature with high school pupils until he realized how seldom he was asked to chaperon student parties and dances. Another superintendent, an instigator and promoter of democratic student government, said that since students had assumed responsibility for distributing faculty admission tickets for school functions, he was more often overlooked than remembered. He wryly concluded that he had become the forgotten man of the school system.

Remoteness a Superintendent's Problem

It has been observed often that a school is measured within the community by the attitude of pupils. Is it not equally true that the school superintendent, to a large degree, will be evaluated by pupil attitude? Certainly it is desirable that the superintendent's relationships with pupils be on a favorably comparable basis with the professional staff.

To the superintendent who has had a measured success as a classroom teacher, the altered relationship with students is often something of a disappointment. Un-

less he has managed to keep his fingers in the pie by teaching a class or two, he finds that the gap between himself and pupils is widened in a way he hardly imagined possible as a teacher. Indeed, as his administrative role broadens, he finds the gulf widening to the point where he rarely has more than a remote philosophical relationship with the young people whom he has elected to serve. He comes to know pupils in the mass, as something of a shapeless group of statistics, forever being presented to him as increasing or decreasing in number, as responding to certain stimuli, as growing and achieving on charts and graphs, as representing so much income and cost, and seldom as colorful, lively, growing personalities in close social and intellectual communion.

Yet it is important that the superintendent's influence be felt more than just indirectly through the teaching personnel. It is desirable, moreover, that this influence be compatible with the general tone and philosophy of his staff personnel administration. Often it happens that a superintendent establishes excellent partnership rapport with teachers, but creates an impression of insufferable aloofness with the student body. Such superintendents, it is to be hoped, are the exception rather than the rule; but all superintendents, either consciously or inadvertently, establish reputations with the student body.

The Stern, Gruff Man!

Too often, the superintendent's contact with pupils is limited to occasions when disciplinary action is called for, when problem cases are referred to him by the principals, or at commencement exercises when pupils are leaving the school and the audience is composed mainly of adults. How many of us recall from our own school days an impression of a stern, gruff man who was wont to shout commands for order in as-

semblies and hallways? Do we often have remembrances of a kindly, good humored, helpful person to whom we felt we could take our more serious problems in case of dire need? Do we often think of a man to whom we would smilingly say "hello," or who would cheerfully return our greeting? To the superintendent well established in his profession, it is a good check to walk through the halls of a school building, particularly a high school building, to see how many pupils will respond in passing with a friendly greeting or cordial nod of recognition, in comparison with those who with quick, furtive side-glances will hurriedly scamper past.

Fortunate is the superintendent gifted with a sense of humor that appeals to youth; although, in actuality, it is not particularly a gift, but rather an art which can be acquired with training and persistence. Early in the school year, probably the sooner the better, the superintendent should arrange to meet students in assembly, where he can speak to them about the problems of growing up and the problems of living together in a school. Out of his own and the experiences of others, he should weave narratives which will establish a kinship with students and bridge the gap of the years. Tragically often, it is feared, the superintendent's remarks to a student body are a bland mixture of scoldings, cautions, threats and exalted platitudes about the importance of building character and becoming good citizens. "Another year has come, boys and girls, and we expect you to devote yourselves with unstinting effort and application to your studies. Remember the words of the great poet, 'Build thee more stately mansions, O my soul.' Now, boys and girls, spend at least two hours every day preparing your lessons, and . . ." The reader will recognize the pattern — a solemnly spoken sermon said against the politely silent rustling of restless, squirming bodies.

*Superintendent of Schools, Maumee, Ohio.

A Human, Understanding Person

Let the superintendent's remarks be congenial, alive, full of understanding as well as inspirational. If he finds that one or the other must be sacrificed, then let him dispense temporarily with inspiration. Pupils need to feel that they have a real friend in the head of the school system. They need to be reassured that the school is not a prison, that the superintendent is not a warden but a human, understanding person who is really interested in their welfare. There is nothing in the world to equal humor in guaranteeing the superintendent a definite place in the hearts of the student body.

It is usually possible for the superintendent to speak before high school student bodies early in the year; usually, assemblies can also be arranged in the elementary schools where the superintendent can talk. But even if this is not feasible, the superintendent can make a point of dropping in on most classes the first week or two of school in an effort to get acquainted. It is a good habit not to talk down to pupils. Talk to them very much as one to fellow adults. Especially on the high school level, the superintendent should guard against the "now, boys and girls" introduction, but use rather "young men and women" or "my young friends." Not that the actual form of address is too important. It is the attitude and the tone of voice that need be watched. Constantly think of pupils as young people who very soon will wear the mantle of citizenship, as people who are mature enough to reason and comprehend. This implies no contradiction to the statement above that the superintendent should remain congenial and human; in fact, there

is no better approach to an adult audience than that of simplicity and good humor.

—Speak to the Children

Following a good introduction by way of an address to pupils, there must follow the continuous process of maintaining the spirit established upon first contact. Never should one permit himself to become so absorbed in the minutia of administration that he is too preoccupied to speak to pupils. If it does not come to him naturally, the superintendent should acquire the habit of speaking cordially to students at all times, in the school and on the streets or wherever they are met. And this is as much a habit as anything else. There are days, indeed many of them, that pressing problems of such magnitude engage the superintendent's thoughts that unless he has genuinely acquired the habit of consideration for pupils, he will lapse into giving an impression of staid sourness. For pupils will seldom understand or bother to inquire the reasons why the superintendent is too seriously concerned to notice them; they will only observe that they were passed by without recognition, and will readily tag him in terms of "buzzard bait" and similar uncomplimentary cognomens.

THORNTON SCHOOL BOARD SERVES COMMUNITY

School board membership no longer means posing for pictures and laying cornerstones as the school board of Thornton Fractional High School in Illinois will testify. The five members of the board each put in at least 150 hours per year of active work in their

capacity as school board members. School district No. 215 in Illinois included Burnham, Lansing, and Calumet City, with headquarters in Calumet City. The education of 1100 students is handled by 35 teachers.

The five members of the board serve without salary except for payment of \$30 a month to the secretary, Andrew F. Klein, who records the acts, proceedings of the school board, their orders, bylaws, and resolutions in the official minute book.

The many hours of work put in by these men has resulted in great profits for the youth of their district. In recent years many educational aids and benefits have come from their work. Suggestions were solicited from faculty and public as to possible improvements in the school. A guidance program and a visual-education program have been started. Bus transportation has been increased. Health and first-aid facilities have been improved by hiring a full-time nurse. The school also employs a doctor part time.

An internal audit system was installed and accounting methods brought up to date. The superintendent was given full responsibility for the administration of the school.

The board has made it a point to be an active member of the County and State Association of school boards, and to co-operate in the work and activities of the high school teacher's association.

In the high school, a machine shop has been set up to train many of the students, who do not go on to college, in a profitable trade. Other vocational facilities such as woodshop and auto shop are available.

The salaries of teachers and other personnel have been brought up to compare favorably with neighboring districts.

Future plans include the broadening of curricular offerings such as increased vocational facilities and a night school for adults. A study is in progress on the possibility of a summer school program which would include music, recreation, and handicraft.



Township High School Board of Education, Calumet City, Illinois.

In recent years, the Township High School Board of Education of School District No. 215, Calumet City, Illinois (Chicago suburb), has instituted a number of educational improvements in their high school. Such as, a guidance program, visual education program, increased health and first aid facilities, adult evening school and added a machine shop to the schools vocational curriculum. Left to right: Joseph Preissig; Andrew Klein, secretary; Richard Fitzgerald, attorney; Ed Kuhlman, president; Raymond Dockweiler; Harold Finneran.

The School Board Member and His Neighbors *Robert F. Topp**

Although the public may believe that activities of school board members are confined to official meetings of the board of education, school superintendents and especially the board members themselves are under no such misconception; it is no secret to them that informal "extracurricular" activities make up a good proportion of the time they devote to educational affairs.

Incidental contacts between individual school board members and parents, teachers, and the public in general are not only time consuming; they often prove to be more influential in terms of positive or negative effect on the welfare of the school system than much of the "official" business that transpires during regular board meetings. Paradoxically, opportunity for error is increased through lack of support ordinarily supplied by other board members, while at the same time opportunity for contributing to improved school functioning is enhanced by the informal exchange of ideas between individual members of the board and the public.

It is deplorable that school board members are not reimbursed for service that is so costly to them. Yet, that is not the most serious consideration related to these spontaneous outside contacts. Actually, and many board members have sensed this, the greatest hazard lies in the possibility of responding to questions, demands, or conversational remarks in such a way as to impair the morale of the school system or to interfere in some other respect with the smooth operation of the schools. The situation that prevails when a person concerned with education approaches a board member without warning and requests opinion on some problem related to the schools is comparable to the famous press conferences in which one of our past presidents customarily participated. Even he, with a great fund of knowledge and experience gained through years in office, was forced to respond to questions put to him by reporters with the words, "No Comment." And it is quite likely that he regretted not having done so more often.

When Is "No Comment" Advisable?

Perhaps "no comment" should be the reply of board members to most requests for information or assistance, but because they are usually dealing with acquaintances with whom they must continue to live on

fairly harmonious terms, that response is out of the question. Under the circumstances about all that can be done is to prepare somewhat standard ways of reacting to questions that recur with frequency and to establish a basic philosophy that will serve as a guide for framing appropriate answers to questions which are unique.

In spite of a few incidents to the contrary, most school board members are anxious to carry out their duties within the limitations and responsibilities of their roles as members of a board of education. Unfortunately, the position of board member has not been defined clearly or consistently, but has gradually evolved through customary ways of acting—ways which usually are peculiar to the community in which the board is operating. Consequently, in some towns board members are expected to "run the whole show," and do so, while in other communities they operate purely as an advisory body. Between these extremes lie unlimited combinations of duties, most of which are vaguely understood by board members and public alike. Naturally, the role set for school board members by specific communities will influence their reactions to remarks made by individuals interested in school affairs.

During the interval since Boston established one of the first school boards in America in 1635, certain practices have proved to be undesirable while others have resulted in optimum functioning of school systems. Accordingly, in the paragraphs that follow the attempt is made to describe a few of the more common human-relation problems in which school board members become involved and to hazard suggestions as to possible ways of responding to these situations.

Theirate Parent

One of the more frequent problems which the school board member is called upon to face is the irate parent who objects to some real or apparent shortcoming of the school system or of its personnel. Among the suggestions, criticisms, and habitual "gripes" there are some expressions of genuine need and some simple products of inadequate understanding on the part of the parent. A few are humorous, but many more are not. Regardless of their effect, however, each remark requires some sort of response by the board member.

As an illustration we have the parent who approached a board member with the

observation that little girls were demoralizing other pupils. When, somewhat surprised, the board member listened further, he discovered that the parent had noticed first-grade girls hanging by their knees from the trapeze bars, and, gravity taking its usual course, their pink panties were displayed for others to see. The parent wondered if the board member should not take steps to have the trapeze removed or restriction placed on little girls hanging upside down.

Other parents have been known to complain because boys threw snowballs at girls; that a female teacher was observed smoking a cigarette in a passing automobile "not even outside the city limits"; that the dramatics teacher never chose their daughter for a leading role; that the high school teachers were giving too much (or too little) homework; and that the principal of a certain school was too lenient (or too strict) in directing the behavior of the pupils.

Even Teachers Make Complaints

Obviously many of these complaints are concerned with administrative or educational detail which can never be planned in such a way that parents cannot find some excuse for voicing objections. It seems to be human nature to be critical of any activity as close to the hearts and emotions of the people as the education of their children. On the other hand, not all complaints by parents are as seemingly incorrectable as those given. Unfortunately, when the criticism appears to be just and correct, the situation is made even more perplexing to the school board member who is unsure of what action, if any, he should take. Further attention to this later.

The school board member's job would be relatively simple if parents were the only individuals with whom he had to discuss school business. Perhaps even more trying are the difficult situations which arise when teachers come with complaints. For instance, it can be imagined that a board member might wish he were serving the public in some other manner when a teacher at a school function complains of his inadequate salary, or requests the board member's influence for a better assignment, or complains about a principal who is not doing his job well.

Similarly, the board member is pressed on all sides by business men and those who have selfish objectives in asking the mem-

*Professor of Education, State College of Arizona, Flagstaff, Ariz.

ber's influence in one way or another. The member's position is indeed precarious when he is forced to respond to queries such as, "How about reducing the school tax levy this year?" "Can't some of that school business be sent my way?" or "My foreman wants a job for his wife; she taught school once—can't you fix it?" It is no exaggeration to say that the need for discretion in such matters is imperative if the schools and ultimately, of course, the children are not to suffer.

It must be noted that those who approach the board member with problems similar to those just mentioned, whether they are teachers, parents, or businessmen, often are at fault themselves, ethically speaking. Teachers have been known to act in ways that are definitely not in accordance with the ethics of their profession. And some citizens and patrons seem to care nothing about the board member's fundamental responsibilities to all of the children. So long as their own ends are accomplished. These considerations do not, however, alter the problem as it affects the school board member; he must make such emergency decisions without failure to meet his obligation to the children he serves.

Some Typical Replies

The reply a board member makes to questions will depend on his conception of the part he plays in the control of the school. If he feels that he is responsible for administrative details, he might respond to most complaints with, "Don't worry about it any more. I'll take care of the matter." On the other hand, if he believes that his job is primarily legislative, he is more likely to respond with, "I'm sorry, but all I can do is refer you to the superintendent (or principal or board as a whole) since problems such as yours come under his (its) jurisdiction rather than mine." The latter reaction seems to be fully in keeping with sound conceptions of the school board member's position.

In examining the view that the board member is part of a legislative "team" which operates only as a whole (except on specific committee or individual assignments set up by the board), it is worth while to compare the school system to a large business corporation. If viewed in terms of national scope, the schools are one of the largest businesses in the country; if viewed in their local setting the schools are the outstanding enterprise functioning in the community. Their service to the welfare of the people is of vital importance for without education a democracy must fail.

Considered in this way, the school board members position is quite like that of a member of the board of directors of a large corporation. In either case the job primarily is legislative or "law making" rather than administrative or "managerial." Consequently, it is common for board mem-

bers who represent the stock holders or the public, as the case may be, to hire administrative heads and to delegate to them the details of selecting employees, handling personnel problems, and generally carrying on the management of the corporation or of the school system.

After a school board has employed a superintendent of schools who necessarily is trained and experienced in running a school system, most routine questions that arise should be delegated to him. He, in turn, will find it necessary to bring some questions to the board for solution since his responsibility does not extend to the formation of policy and to the making of important decisions affecting the school system as a whole, without close consultation and approval of the board.

In order to maintain a common front in responding to the many queries that come to each board member, it is advisable that the board set up a continuing policy which will define ways of meeting such situations. For such a statement of policy, and its periodic revision, the following criteria are helpful.

Basis for a Sound Policy

1. Ordinarily, individuals who have complaints or criticisms should be referred to the superintendent or to the principal, and no attempt made by any individual board member to answer their charges or to take any action other than calling the matter to the attention of the superintendent.

2. Criticisms of school policy or the development of serious problems related to the school system as a whole should be brought before the board of education. This

should be done by the complainant in person, or in writing, rather than by a school board member representing the individual. If the complaint has grown out of misinterpretation of established practice, the person should be referred to the superintendent for clarification of the matter.

3. The superintendent, as chief administrative officer, should be required to carry on the administrative functioning of the school system.

4. No board member should be required or allowed to speak for the board of education in response to criticisms or complaints by individuals unless specifically assigned to do so by the board of education. In other words, the board should consider itself a legislative unit with no one member having individual authority except when properly delegated.

5. The superintendent should have the privilege and responsibility of bringing important questions up for discussion before the board for its advice and/or official action.

It seems beside the point to mention that duties of school board members are decidedly intricate. Yet, because the board of education can be figuratively viewed as the co-ordinating center of a tripod, the three legs of which represent the public, the children, and the teachers, no one of whom can be affected without also affecting the whole, the seriousness of each act is made apparent. The job truly is as important as any other public office within the complex structure of the community, and as such it calls for the utmost wisdom of each citizen who is called upon to serve his fellow man in that manner.

For Economy of Time —



Appleton School Board Does Business Over Dinner Table.

In an attempt to close meetings before midnight, the Appleton, Wisconsin, board of education meets at dinner to discuss official business. Left to right, around table: Harold Douglas; John G. Strange; Mrs. Howard Troyer; Louis Weber; John C. Wollwage, president; George Hannagan; Armin Albrecht; J. P. Mann, superintendent of schools; Myra B. Hagen, business manager. (Appleton Post-Crescent Photo)

What About the Compulsory Retirement Age?

J. M. Clifford*

The question of adopting a compulsory retirement age for school employees comes before almost every board of education at some time or other. Where a compulsory retirement age already exists the school board may have occasion to consider its revision. The purpose of this article is to discuss compulsory retirement and to present some findings of a Michigan study of the situation.

Recently a letter was sent to 70 Michigan city school superintendents. The letter read in part: "I would appreciate it if you would send me a statement of your board of education policy with respect to a compulsory retirement age. Does the age limit apply to all employees or just to teachers? If you have no limit, let me know. If you care to, indicate your personal opinion with respect to compulsory retirement ages."

The Michigan Practice

Replies were received from 63 superintendents. They may be summarized as follows:

Compulsory retirement at age 70.....	5 cities
Compulsory retirement at age 65.....	31 cities
Compulsory retirement at age 60.....	8 cities
No compulsory retirement age.....	19 cities

While the number of schools studied was not large, the replies indicated a definite trend toward the adoption of a compulsory retirement age. Further, age 65 seemed to be the most commonly adopted figure to fix as the compulsory retirement age.

A typical board of education policy with respect to compulsory retirement reads as follows: "Retirement of all employees shall be at the age of 65 years, effective on June 30 of the fiscal year during which they reach their sixty-fifth birthday."

Several cities indicated that they had started with a higher retirement age of 70 or 68 and then gradually moved down to the 65-year figure.

Four cities reported a higher retirement age for nonteaching employees than for teachers, and four cities had a compulsory retirement age for teachers, but had no limit for nonteaching employees.

In some instances provision is made for extending the retirement age for an individual employee when the best interests of the pupils and the schools so require. Such extensions of the age limit are generally made contingent upon the passing of a satisfactory physical examination.

Views of Three Superintendents

That age is a definite problem in some

*Executive secretary, Michigan Public School Employees Retirement Fund.

school systems is indicated by the following quotation from one superintendent's letter. He says: "Personally, I think my biggest problem in a system this size is the over-agedness of some of our teachers to the extent that some of them are in such a status quo state of mind that there isn't anything I can do to pry them loose or into any activity which would indicate professional growth."

A somewhat different attitude is expressed by another superintendent who says: "Age, of course, is not the complete answer in so far as retirement is concerned. I have some people who could go on to 70 years of age without too much difficulty but I have others who ought to retire certainly at the age of 55."

A rather unique idea comes from one superintendent who recommends a change of field for teachers at the age of 60. He states: "My personal reaction to the policy is that at the age of 60 and beyond we should not expect, nor is it desirable, for persons to work with children. I believe that they are very useful to society and have a contribution to make, but their field should be changed from working directly with children to working with adults."

State Minimum Age vs. Local Practice

A study of the situation in Michigan shows that some school districts make the mistake of attempting to solve an individual or current problem by adopting a permanent policy. There is every indication that several cities have adopted a compulsory retirement age of 60 merely because they wanted to get rid of one or two teachers who were 60 years old. This is to be avoided since it may later work a hardship on other individuals.

Ordinarily it is advisable that there be a difference between the compulsory retirement age and the minimum retirement age prescribed by the state retirement system. Just because the state law permits a person to qualify for a retirement allowance at the age of sixty, does not mean

that 60 is a desirable compulsory retirement age.

In general it may be stated that the interests of the schools are best served by the adoption of a compulsory retirement age. The adoption of such a policy may work some hardship in some cases and occasionally a good teacher will be removed from service. However, in many more instances the compulsory age limit will remove from service persons who are no longer able to deal effectively with boys and girls.

The general tendency toward increased life expectancy raises problems which conflict with the adoption of a compulsory retirement age. The American Experience Table of Mortality which was in use for many years gave a man age 60 a life expectancy of 14 years. The 1937 Standard Annuitants Table of Mortality which is now in wide use by insurance companies gives a man age 60 a life expectancy of 17½ years. More recent studies of mortality by actuaries show a constant improvement in the life expectancy of older people.

Happiness in Old Age

Thus we now know that the number of older people who make up our population will continue to increase and some way needs to be found to keep these older people occupied. Without some sort of occupation, either in the form of a vocation or an avocation, old people become very unhappy and dissatisfied. Thus the adoption of compulsory retirement ages by school boards coupled with a tendency to lower the age set for compulsory retirement conflicts with the fact that people are now living much longer than they formerly did. A partial solution of this problem lies in making arrangements for part-time employment on the part of retired school employees. Generally, this would call for a modification of the state retirement law. For example, in New York State the retirement law was recently amended to permit a retired teacher to earn up to \$500 per year in school employment without loss of retirement allowance.

In summary: From this we see that there is a trend for school boards to adopt a compulsory retirement age and that 65 is a very commonly accepted figure for use in this connection. Further, the interests of the schools is best served by the establishment of a compulsory retirement age. Schools should not try to solve a current problem by adopting a permanent policy. The adoption of a compulsory retirement age should be preceded by a careful study of the problem.



GARY, INDIANA, ADMINISTRATIVE PROCEDURE

CONSTRUCTING THE BUDGET — ALLOCATING THE FUNDS — REQUISITION AND PURCHASE

Equipment Accounts 63-00 and 74-10

Person or Office Involved	Constructing the Budget	Tasks Allocating the Funds	Requisition and Purchase
Board of Education	1. Reviews and adopts budget requests, calling upon the Central Budget Committee for supporting evidence of needs when necessary.	1. Sets total amounts for each of these accounts after the total budget is finally determined.	
Superintendent of Schools	1. Appoints all committees on budget. 2. Accepts and reviews budget recommendations submitted by the Assistant Superintendent in Charge of Business Affairs. 3. Presents budget requests to the board of education.	1. Acts with the board in fund allocation. 2. Directs his staff on fund adjustments.	
Assistant Superintendent in Charge of Business Affairs	1. Serves as a member of the Central Budget Committee. 2. Provides data on costs and problems of procurement; also provides information on new and improved equipment—to individuals and committees originating budget requests. 3. Incorporates the budget recommendations of the Central Budget Committee into the General Budget for the School City. 4. Presents to the superintendent the budget recommendations of the Central Budget Committee with its support.	1. Serves with Central Budget Committee in re-allocation of funds. 2. Provides data and advice on costs and procurement.	1. Receives, reviews, and approves acceptable requisitions on items within budget allotments. Unapproved requisitions are returned for clarification to the persons presenting them. 2. Institutes purchase procedures, procures and delivers items. When purchases of specified items are not possible, committee chairmen should be consulted about substitute purchases. 3. Informs the Central Budget Committee at regular intervals on progress of equipment purchases.
Supervisors	1. Interpret the curriculum to the committees and individuals formulating equipment standards. 2. Consult with teachers in their departments concerning equipment needs. 3. Consult with principals concerning equipment needs in the building. 4. Consult special committees concerning equipment needs.	1. Consult with special committees in their field on money allocations.	1. Write specifications on equipment items for special committees and principals. 2. Check on progress of orders.
Superintendent of Buildings and Grounds	1. Reports to the Central Budget Committee on equipment for the maintenance department in order of need. 2. Confers with principals on repair and replacement of equipment.	1. Allocates funds for equipment in the maintenance department.	1. Writes specifications on maintenance equipment. 2. Writes requisitions on items allotted.
Principal	1. Consults with teachers on equipment needs of the school. 2. Consults with supervisors concerning equipment needs in special areas. 3. Consults with Superintendent of Buildings and Grounds concerning equipment routine. 4. Consults with representatives of the special committees concerning equipment needs of his building. 5. Requests of the Central Budget Committee such items as are not covered by the various special committees.	1. Consults with special committees on allocations to his building. 2. Consults with Central Budget Committee on allocations to his building on other items.	1. Signs and returns requisitions to chairmen of the special committees. 2. Requisitions items of equipment not covered by special committee areas. 3. Forwards in writing all complaints on new equipment to the purchasing agent. This should be done as soon as delivered or immediately upon discovery of the faults.
Teacher	1. Assists in establishing equipment standards to meet curriculum needs. 2. Submits to the principal requests for equipment within the framework of the curriculum.		1. Reports in writing to the principal on suitability of new equipment delivered. Defective, inadequate or unsuitable new equipment should be reported immediately.
Special Committees	1. Formulate equipment standards in terms of the curriculum. 2. Develop a long-term program to provide equipment which meets the standards adopted and determine the order in which items should be secured. 3. Annually evaluate the long-term program and revise it when necessary. 4. Secure an annual inventory with descriptive information as requested. 5. The chairman or some member of the committee shall annually consult principals and teachers as to the particular equipment needs in the schools. 6. Review and prepare recommendations by the entire special committee. 7. Submit to the Central Budget Committee the committee's recommendation on budget requests with supporting evidence of need. 8. Meet with the Central Budget Committee on call.	1. Allocates the available funds as assigned by the Central Budget Committee.	1. Requisition items allowed including adequate specifications. 2. Forward requisitions to proper principals for signature. 3. Assemble signed requisitions and forward to the purchasing office. 4. Follow up orders to make certain that items reach the schools. 5. Prepare summary reports on items requisitioned and deliver them to the Assistant Superintendent (Business) for distribution on form provided. 6. Re-allocate unused funds near year's end to make certain budget allotments are used.
Central Budget Committee	1. Receives and reviews reports from special committees. 2. Receives and reviews requests from schools and administration offices on items not included in the areas which are served by special committees. 3. Receives and reviews maintenance department requests for specific items and routine expense. 4. Receives and reviews other miscellaneous requests. 5. Summarizes and prepares budget requests. 6. Submits the committee recommendation to the Assistant Superintendent in Charge of Business Affairs. Upon request presents to the board detailed information concerning the equipment needs of the schools.	1. Consults special committee chairmen, principals, and Superintendent of Buildings and Grounds about budget adjustments. 2. Allocates funds granted by the board of education for accounts 63-00 and 74-10.	1. Checks with special committee chairmen on requisition progress. 2. Checks with principals on requisition of items not included in special committee orders. 3. Checks with Superintendent of Buildings and Grounds on requisitions for maintenance department. 4. Re-allocates unused funds near year's end to make certain budget allocations are used.

Long Range and Annual Budgeting in Gary

Charles D. Lutz*

No claim for originality or uniqueness is made for procedures followed in preparing the budget for the Gary public schools. This paper relates "how we do it" and we readily recognize that many cities do this job better than it is done in Gary.

In Gary we believe in the fullest possible participation and co-operation in the performance of all activities that have to do with our educational program. An illustration of how we try to carry out this philosophy can be presented by describing two budget items: (1) the repair and replacement of equipment; and (2) addition of new equipment.

On November 8, 1947, after considerable planning and preparation by a small committee, presentation was made to the administrative and supervisory staff of a detailed procedure for constructing the budget, allocating the funds, and requisitioning and purchasing in connection with the expenditure of the approximately \$100,000 involved in the two accounts mentioned previously. This procedure required the participation of teachers, principals, and supervisors to the fullest extent possible.

Ten committees were established. The number of committees, of course, is flexible. At the present time there is a Central Budget Committee, and nine special committees are active as follows: science equipment, audio-visual education, playground equipment, business education and office typewriters, band and orchestra instruments and pianos; shop, auditorium, kindergarten-primary furniture; and cafeteria and home economics. In most cases one member of the special committee is also a member of the Central Budget Committee. The original budget committee prepared a bulletin which included the detailed information in Chart I.

There is another bulletin supplementing this one which includes a more complete description of the duties of the committees and individuals. A strong aid in making this discussion practical, we believe, is the presentation of our actual "Schedule for Completion of Tasks" for this portion of our budget for the school year 1949-50.

SCHEDULE FOR COMPLETION OF TASKS IN CONNECTION WITH EQUIPMENT ACCOUNTS #63-00 and #74-10 — 1949-50

A. Completion of Current Budget

1. Written report of the budget as passed by the board of education to be made to the

Central Budget Committee by the Assistant Superintendent in Charge of Business Affairs.

2. Temporary re-allocation of allotments to special committees by the Central Budget Committee. Allotments for general requests by the Central Budget Committee. (If reductions have been made by the board in either fund.)
3. Meeting of Central Budget Committee with all special committee chairmen to consider budget adjustment problems.
4. Central Budget Committee consult principals individually about budget adjustments to reconcile total general requests with suggested approved general requests.
5. List of items to be procured within budget allotment to be sent by each special committee chairman to the Assistant Superintendent in Charge of Business Affairs.
6. List of general request items as finally approved by Central Budget Committee after consultation with principals, to be sent to the Assistant Superintendent in Charge of Business Affairs.
7. The schools will receive the approved budget. This will be sent out from the office of the Assistant Superintendent in Charge of Business Affairs.
8. All principals shall make requisitions for all budget items in accounts #63-00 and #74-10 not being handled by Special Committee chairmen. These shall be sent to the Assistant Superintendent in Charge of Business Affairs.
9. All special committee chairmen shall send requisitions signed by principal for all committee allotments to the Assistant Superintendent in Charge of Business Affairs.

B. Preparation of New Budget

1. Meeting of Central Budget Committee with all special committee chairmen for presentation of long-term plan and standards developed.
2. Budget requests for accounts #63-00 and #74-10 to be sent to the chairman of Central Budget Committee by special committee chairmen and school principals.
3. Central Budget Committee consults principals about needed changes in general request items.
4. Central Budget Committee meets with special committee chairmen to consider needed changes in budget requests.
5. Budget requests to be sent to the office of the Assistant Superintendent in Charge of Business Affairs by Central Budget Committee.
6. Budget requests to be in the Budget as finally prepared by the Assistant Superintendent in Charge of Business Affairs ready to be presented to the board of education.

To clarify further the functioning of this budget procedure it seems advisable to make a brief statement about two of the committees. These examples should serve to illustrate that each committee (with the teachers in the department represented as well as principals and supervisors) is given

freedom to function and must necessarily approach its problem a little differently from each of the other committees.

The cafeteria and home-economics committee operated as follows: It began by establishing what it believed to be minimum equipment and space requirements for school lunch programs. It thought the U. S. Office of Education Bulletin, "Planning and Equipping School Lunch Rooms" presented the most adequate available help for this purpose. The supervisor of home economics, the principals, and the home-making teachers all worked together in developing a five-year budget plan. The building needs were listed in order of greatest urgency. Schools were visited by the committee, data were gathered with a representative of the maintenance department to determine which items of equipment should be discarded and which items could be repaired.

The guiding principle for the immediate activity for the home-economics committee as well as for the five-year period was the improvement of home, family, and community life through the training of youth and adults. The committee felt that this objective could be achieved most effectively by: (1) providing an adequate setting for teachers, pupils, and adults in which to work; (2) affording opportunity for seeing and evaluating equipment that might be used in the homes; and (3) setting attainable standards for the homes of the community.

The audio-visual education equipment budget committee has been at work since 1945. It started to operate then and continued to operate approximately as follows: It felt that it should: (1) establish a long-range program for adequately equipping the Gary public schools with audio-visual education equipment; and (2) determine in detail the expenditure of the funds allocated for the current year. The committee carried on research on trends in audio-visual education. It considered recommendations by national audio-visual educators relating to equipment and materials for an adequate audio-visual education program. It made a study of costs of audio-visual education programs in a considerable number of cities, including the ten largest cities in Indiana.

The committee recommended that a five-year program of equipping and re-equipping each school with audio-visual education items be adopted. At the begin-

(Continued on page 82)

*Superintendent of Schools, Gary, Ind.

The Economic of the Superintendent's Salary *James W. Bushong**

Superintendents owe a debt of gratitude to Dr. Otto W. Haisley for the work he has done in preparing and publicizing a formula for fixing the salary of the superintendent of schools. This formula has been most useful in focusing attention on a delicate problem and has provided an instrument used by many school boards in setting the salary of their superintendents. Where the formula has not been applied by the board, but has been studied, it has focused the attention of the hiring board on the fact that the superintendent should at least be considered when salary raises are given to the rest of the faculty.

May I point out one or two things about this formula, which do not work out quite fairly in all instances. No formula, to my mind, can be the final answer to the problem of a universally acceptable method of fixing the superintendent's salary. Some human injustices are bound to occur by blunt adherence to any formula.

The Formula Applied

As an example, let us assume that two superintendents are equal in ability, training, and experience so that it will be necessary under the Haisley formula to give them the same rating of .3 on the personal equation weighting.

School A has a valuation of \$18,000,000, has 3920 pupils enrolled, with 124 teachers. It receives \$174,000 of state and federal aid. It has a teacher's salary schedule which would give the superintendent \$4,230 if he were a teacher. By applying the formula to this school, the index number of the superintendent would be 2.393. This, multiplied by \$4,230, would set the salary of the superintendent of School A at \$10,122.

Right next to School A, let us say we have School B. This district has a valuation of \$21,000,000, has 4020 pupils enrolled, with 127 teachers, and receives \$176,000 in state and federal aid. School B has a little higher salary schedule for teachers, so if the superintendent were a teacher he would receive \$4,460 annually. By applying the formula to this school, the index number of the superintendent would be 2.701, which multiplied by \$4,460, would set the salary of the superintendent at \$12,046.

The difference in the superintendent's salary between School A and School B would be nearly \$2,000, which seems to me to be an injustice. The superintendent of School B, who has only three more teachers and 100 more pupils, receives under the formula \$1,924 more than the superintendent of School A.

Now, if the superintendent of School A could, by hook or crook, add one more teacher to his staff, his salary would be increased \$423, and if in addition he could produce 80

more pupils, his salary would jump to \$11,391, or an increase of \$1,269 over what he would now receive. Yes—under this formula, by adding one more teacher and enrolling 80 more pupils, he could increase his salary \$1,269.

The Superintendent's Total Personality

It can be seen from the foregoing that a method of fixing the salary by means of a mechanical formula can produce some queer results. Please don't get the idea that I am trying to blast this formula. I am merely pointing out that a great deal of horse sense must be used in the application of any formula. I repeat, this formula is a very useful tool but in its use a school board must be exceedingly careful because, in my opinion, it is quite possible for grave injustices to take place.

In the final analysis, it is my contention that a superintendent's salary must be determined by the reactions of the school board as the members come to realize and appreciate the total personality of the superintendent himself by his actions, his ability, and knowledge.

If any particular city wishes to hire brains and personality and then keep them on the job as an educational leader and a civic asset, it surely shouldn't be hampered by a formula. Right along that line, I would like to point out that children are just as important in a small city as in a large one, and they deserve just as fine educational leadership. However, if you set the salary of a superintendent on the number of pupils he has, etc., according to a formula, you contradict the theory that a board of education has the right to set any salary it pleases to get the type of brains and personality it wishes to have as the educational leader in a community.

Most people will agree that superintendents are not paid salaries commensurate with their positions and responsibilities. This is true in spite of the fact that in each community the superintendent is a person who has the greatest influence on education, an activity which is of the greatest importance for the well-being of our democracy. In most cities, business executives of much less responsibility than the superintendent, receive salaries three and four times as high as those of the superintendent. One reason for this fact is the impossibility of showing the results of the superintendent's work in a manner which permits of definite comparison with the dollars and cents profits of business. The results of education may have far greater economic value than the profit shown by any business executive, but we might as well face the fact that people will not appreciate thoughtfully an intangible thing like education and make comparisons with the definite profits of business. They will never pay the superintendent a salary comparable to that of an executive at the head of an industrial or commercial house similar in size to the school system.

A Position of High Regard

The position of the superintendent of schools pays many returns other than salary. The superintendent holds a high position of respect in the community. He has considerably more prestige than that enjoyed by even the highest placed business executive. He is rated near the top among the influential people of any community, and while prestige will not buy dinners, it is of more value than material things.

The fact that the superintendent is paid better than the teachers stands in the way of a genuinely adequate recognition of the superintendent's pay. Teachers do not understand why the superintendent should receive more than they are paid. During the past few years teachers have received a higher percentage of increase in salaries than superintendents. N.E.A. research reports show that in 1930-31 superintendents in the larger cities received five times as much as teachers; in 1948-49 they were only paid approximately $3\frac{1}{2}$ times more. Certainly superintendents have always had a living wage, while teachers have been close to the subsistence level. It has been necessary that teachers' salaries go up so that they might be able to exist. Teachers' salaries should continue to rise. Superintendents of schools also should receive higher pay—they are now the forgotten man in American education.

Superintendents have failed to convince the taxpaying public—the people who pay the salaries—that the superintendent is of great importance. As a group, superintendents are too modest to go about shouting their importance from the housetops. Others must do it for them. This brings me back to the major premise of this paper that superintendents' salaries will, in the final analysis, be determined by the total personality of the superintendent himself, and by his actions, his knowledge, and his known ability. School boards will never accept a formula as the final basis of fixing the superintendent's salary.

Total Service Aids Pay

If the superintendent is a man who knows his job and does it well, if he gives the community a good educational program, and carries on a proper type of public relations—if he is genuinely interested in boys and girls—if he uses democratic methods of administration as applied to pupils, teachers, and lay people—if he handles the business and finances of the schools in an efficient manner—in a word, if he is really a topnotch educator—his chance for receiving a salary commensurate with his importance and responsibility are going to improve.

If a superintendent is a topnotch educator, and does the things just mentioned, the people of the community are going to point him out and proudly say to visitors, "There's Mr.

(Concluded on page 82)

*Superintendent of Schools, Bend, Ore.

This paper is an abstract of an address, delivered on March 2, before a Discussion Group of the American Association of School Administrators, Atlantic City, March 2, 1950.

The President Looks at—

The Problems of a School Board

*O. H. Roberts, Jr.**

A subject as broad as the problems of a school board is impossible of detailed presentation. The pupils of a school corporation are a community's most valuable asset. It goes without saying, modern public education is big business. In the school year 1949-50, the School City of Evansville operated with a budget of over \$4,000,000. It serves some 16,600 children and 2000 adults, with 689 teachers and 256 nonteaching school employees.

It is extremely important, I think, that we, first of all, recognize and understand the place and the legal responsibility of the board of school trustees. This is probably best stated in the Handbook of the Evansville public schools:

The board of school trustees, responsible directly to the people, is the supreme educational agency for the public schools.

The duties of the board of school trustees shall be conceived as responsibility for (1) interpreting the needs of the community and requirements of the professional organization; (2) developing policies, in accordance with the law and in accordance with the educational needs and wishes of the people; (3) selecting the executive; (4) approving means by which professional agents and agencies may make these policies effective; (5) furnishing financial means, which provide physical and educational conditions by which organized activity may be carried on; (6) appraising the efficiency of the agents and of the service rendered in terms of their value to the community; (7) keeping the people intelligently informed of the purpose, value, conditions, and needs of public education in the community.

The board of school trustees is the legal instrument through which the legislative and appraisal functions are exercised. The executive function shall be delegated to the superintendent of schools, who shall be charged with the responsibility for devising ways and means of executing efficiently the educational policies adopted by the board of school trustees.

The board of school trustees shall be a deliberative body, operating in the best interests of the state and of the children of Evansville, upon the basis of the best available objective evidence.

In connection with the duties of the board, I think we should first recognize that the board of school trustees, in the main, operates as a balance wheel between the many and varied interests in a community and its educational system. Perhaps the greatest problem which the board faces is to determine whether a community should be led by the board in matters of educational policy or whether the board should attempt to follow the dictates of the community as gleaned from the various areas of the community through their instruments of expression.

The Physical Plant

I should like to discuss four of the problems faced by the board: (1) the problem of the physical plant; (2) personnel; (3) the all-important problem of school finance; and (4) public relations.

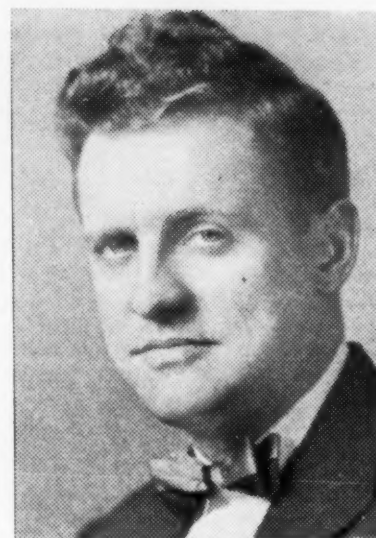
In Evansville, we are extremely fortunate that we are housing all of our children comfortably in the existing school plants. Our buildings are sound, well maintained, and clean. We are fortunate also that we have been able to develop a good maintenance program. Many school systems the country over are not able to do so, and as a result their buildings suffer seriously.

Even though our plants are in good condition, we must recognize that one of the major problems facing the board is that many of the buildings are inadequate for a good educational program. This is true in both the elementary and the secondary fields and is also true of both buildings and equipment. We know that a building, its condition, and its limitations, greatly control and effect the instructional program. We also recognize that in these days of rapidly changing conditions, keeping even with seating needs actually means that we are going backward in school building development. The board is faced with a very frank recognition that we need a long-term modernization program for our buildings. It is the board's thinking, after several long study sessions, that such a program must be undertaken, and at the moment, members of the staff are at work trying to determine the future needs of the school city in the area of buildings and content. We hope to be able, in the near future, to present to the community a program to replace, to add to, and to modernize the existing school plants of the city.

In such a study, and in any program for the improvement of school buildings, finance, of course, is an extremely important factor. Other phases involved in such a study and program include those of expanding boundaries; the potentiality of legal annexation now before the courts; the existence of a number of government housing projects; the fact that we have in Evansville a very large and mobile industrial population. In the physical improvement of our plants we must also take into consideration the development of sites, and we are extremely limited by the size of many school building sites.

The Need of Good Personnel

The board recognizes that the complete success of any educational program depends upon



O. H. Roberts, Jr.
President, Board of School Trustees
Evansville, Indiana

Mr. Roberts, who holds the degree of A.B. from Evansville College, and J.D. from George Washington University, is an attorney. He has been active in civic and social welfare affairs of his home city since being graduated from College, and is at present president of the Indiana School Boards Association.

our ability to attract and hold a good staff, including both teaching and nonteaching personnel. We also recognize that many factors must be kept ever present in our thinking if we are to keep the type of staff we need. These factors include salaries, working load, the assignment of teachers to the various buildings, and the physical and mental burdens which accompany their responsibilities.

The board of trustees do not believe that we have of necessity reached the top salary levels. However, we also believe that to talk of a professional salary, or a professional growth of salary schedules, without basing such growth on a comparable growth of direct personal service, is completely unrealistic. Even last year, we discussed with the salary committee of the teachers' association the need for an extension of the school term, for an in-service training and planning program, with commensurate compensation to be paid for increased service. We cannot talk annual salaries of a professional nature and give to the community less than a highly effective service, since an attempt to do this creates inconsistency and community reaction difficult to justify. We know, however, that traditions and limitations upon our ability to absorb employees and children in a total year-round educational program makes such a plan one to be developed over a period of many years. It also means readjustment of our thinking to include as a part of the school program such things as recreation, camping, travel, and workshops.

Financing the Educational Program

Undoubtedly, the area of most concern to the board of school trustees is that of finance. We must always recognize that we are only one part of a local government which shares the taxpayer's dollar. We believe that the

*President of the Board of School Trustees, Evansville, Ind.

resources of the school corporation are ample to finance an adequate educational program. It is extremely important, however, at this point that we discuss, as a background, certain comparative figures in the area of finance which will give an insight into our local growth during recent few years.

First of all, we might compare our own school corporation and the national average with reference to the distribution of the expense dollar for school purposes. The latest national figures are for the year 1947-48, and of course, there will be certain variations with the Evansville figures for 1950. For comparative purposes, the figures may be extremely valuable.

Distribution of the Expense Dollar

Departments	National Figure 1947-48 per cent	Evansville Figures 1950 per cent
Administration	3.6	2.0
Instruction	74.3	75.8
Operation of plant	10.9	8.5
Maintenance of plant	5.0	6.6
Auxiliary services	3.2	4.6
Fixed charges	3.0	2.5

For those who have not realized the tremendous growth of educational expense in our community, we might make a few comparisons. In 1937, the Evansville school corporation spent \$1,562,905.84 for operating expenses. In 1941, just prior to the war, the amount spent had risen to \$1,818,157.48. In 1946, just following the war, we were spending \$2,458,540.94. During the school year 1949, the amount had risen to \$4,079,197.40, and during the current school year 1950, we shall spend \$4,297,205.31.

These figures, translated into per capita cost, show a very healthy rise in the expense of the public educational system. In 1936-37 the per capita cost for school purposes was \$91.31. In 1941-42 it was \$113.30, and in the year 1948-49 the figure had more than doubled to reach \$255.19. Your board recognizes that these figures do not show the actual picture, since we are all aware of the drop in the purchasing power of the dollar; but it is encouraging to see such increases accepted since they indicate a recognition of the important place of education in the life of the community.

The public, at present, is extremely tax conscious. During the past three years, as a member of the county tax adjustment board, representing the school city, I have noted a favorable reaction to and acceptance of the need for greater support of public education. However, we must more and more justify all tax-rate increases on the basis of improved facilities and increased service to the tax-paying public. We must continue to operate a public school system in the best interest of all the people. Ours must be a system operated economically, efficiently, and professionally.

The Public Relations Program

The last phase of the board's problems which I should like to discuss is one with which all persons interested in the schools must be concerned. This is the problem of

(Concluded on page 82)

OVERPROTECTIVE PARENTS MEAN WELL, BUT . . .

N. D. Myers*

John's accurately aimed rock hit Mary just above the eye causing a deep gash. Mary was taken to the doctor and John was sent to the school principal. Since John was having many difficulties with the other children, his parents were invited to come to the school for a conference. Unfortunately the mothers of both children involved in this incident were members of that relatively small but vociferous group, the overprotective parents.

Mrs. Jones arrived at the school emotionally upset and angry. She said, "It was an accident, it must have been, because John wouldn't do anything like that on purpose. All boys throw rocks; it's natural. Other boys have thrown rocks at school and they haven't been punished. John is a good boy. Did you find out what Mary did to John before he hit her?" The principal started to answer her questions, but Mrs. Jones continued: "That girl causes plenty of trouble! The school is making a mountain out of a molehill calling me down here to talk about these little things that happen to all children. It seems to me you should be more careful about your investigations before picking out one particular child to humiliate, and then giving him all the punishment. I tell John to stand up for his rights."

Mary's mother arrived during the conference between the principal and John's mother. She demanded to see the principal immediately. The two parents did not speak as they passed in the hallway, although they were neighbors and had known each other for years.

Mrs. Smith said, "Mary's eye might have been put out by the stone. Children are not safe in this school. I demand that John be severely punished. What are you going to do to him? John is a menace to this school and to my neighborhood. His mother permits him to run the streets at all hours. He has a filthy tongue, and takes things that do not belong to him. His parents excuse everything he does, and they won't do a thing."

The principal talked with John. The boy showed mild resentment and no evidence of regret. For some reason John seemed to feel that he had been in the right, although he could not explain. He liked Mary. She had not done anything to him. Still he believed his deed was not serious and in some way justified. John never had had the experience of being hit by a rock, which limited his complete understanding. The principal conferred again with the classroom teacher and studied a cumulative record file of John's

school experiences. It was decided to make an impression upon John in another way, a nonlingual technique rarely used in the school. The principal gave John a spanking. This did seem to make an impression but much of the effectiveness was lost when John arrived home.

John's mother resented the fact that "her boy" had been spanked and said in his presence, "They had no right to touch you. Corporal punishment is against the law." She had never considered it necessary to spank her children. When his father came home he laughed about the whole affair and told about some of the things he had done in school that were "much worse," as he remembered. John felt better. After listening to several extended conversations between his mother and the neighbors, John was almost convinced that he was right in hitting Mary with the rock. He also remembered what his mother said about the school not having the right to use corporal punishment. Reassurance was written plainly on John's face when he returned to school the next morning. His behavior was still mildly insubordinate but he remembered the spanking and did not throw any more rocks.

Several other overprotective parents became emotionally upset when Mary's mother told them about the "dangerous situation" at school. Each envisioned one of her children hurt by a stone thrown by some bad child. A few called the principal to complain about the "lack of discipline." "Teachers should be more vigilant." "Children," they said, "should be taught respect for the rights of others." Later, when their own children were to blame, the roles were completely reversed. Punishment was then too severe and undeserved. Someone else was to blame.

It is not easy for teachers and principals to take a sympathetic and objective attitude toward such parents and their children. These are the daily crosses most every teacher has to bear. The children monopolize the teachers' time by their efforts to remain the center of attention. The parents often provide aggressive leadership for political pressure groups which are organized to have a teacher or principal "fired" by the board of education. People who enter the profession of teaching and school administration are sensitive to severe criticism, especially when they have given sincere, helpful service.

This story illustrates a situation with which school people have constantly to deal. Overprotective, doting parents are never satisfied with disciplinary measures taken. Such parent and pupil behavior is repeated with monotonous frequency in every school system. The

*District Superintendent, Palos Verdes Estates, Calif.

school policy is to deal with these problems with proper attention to the individual personalities of the children involved and then leave extended controversy to those who have the time to indulge in it. Often children have solved their conflicts and forgotten them by the time parents become involved.

Overprotective parents say, "we live for our children," and believe that they are better parents because they go to extremes for their children. The importance of their children overshadows all else, particularly emotionally. The child is glad to accept this position at the center of the universe, but he also knows when he is "getting by" with things he should not be permitted to do. Those who make a habit of excusing his wrong behavior do not gain the child's respect, quite the contrary. A marked rejection and lack of respect for such a parent will appear in the behavior of the normal healthy child during early adolescence, and this rejection will grow with the age and maturity of the child.

Mrs. Jones would have taught her boy something about the true meaning of freedom and responsibility had she placed his responsibility squarely on John's shoulders for Mary's injury, supported the disciplinary effort made by the school, and helped John plan and carry out the most adequate restitution for his error that was possible under the circumstances. The school cannot easily change the basic pattern of social behavior set in the first six years of life unless parents also see a need for change and work with the school. Working together, habits of self-discipline can be developed. In the face of parental resistance the school must still impose discipline which will at least guarantee



The principal must be objective as well as sympathetic in dealing with overprotective parents.

the safety and rights of other children in the group.

Teachers and principals are not infallible. They sometimes regiment their classes and show no interest in individual problems. Such schools are usually overcrowded and poorly

taught. Parents have an obligation to demand that changes and improvements be made in these situations. In a majority of cases, however, parents will find expertly friendly assistance at their neighborhood school in solving the everyday problems of child rearing.

Police and Schools Co-operate in —

SAFETY, A Community Project

H. W. Houston¹

In many communities, the years following the close of the war have intensified the problem of traffic safety. A great increase in motor traffic has resulted from the lifting of gasoline rationing and the resumption of the manufacture of automobiles. The deteriorated condition of many prewar automobiles still constitutes a definite safety hazard on our streets and highways. At the same time, metropolitan populations, especially in the school age group, have been growing. All this has served to create a traffic Frankenstein to plague city officials and school administrators already harassed by other problems incidental to the growing pains of our cities.

This is an account of how Richmond, Ind., faced that problem and did something about it. Richmond is an industrial city of 40,000 located in the rich farming belt of eastern

Indiana. It is the metropolitan trading center for an area included in a thirty-mile radius from its business district, an avenue of traffic for the heavily traveled National Road which bisects the city, and one of the medium sized cities which has attracted industry and the concomitant problems of overcrowding during the war.

Efforts Co-ordinated

Richmond's superintendent of schools, Paul Garrison, felt strongly that the safety of the city's more than 6000 school children was the paramount issue. In this, he shared the feelings of Mayor Lester Meadows, Police Chief Lucas Rohe, and a score of other civic leaders. Several civic organizations were interested in doing *everything possible* to help, but a co-ordination of efforts had not been achieved. Traffic accidents involving school children were on the increase and fatalities were

occurring because of conditions which were not the fault of motorists or the agencies of law-enforcement. Accordingly, before the opening of school, Mr. Garrison called a meeting of all interested officials and organizations. Included were school principals, the city police, and fire departments, the Parent Teachers Association, the Junior Red Cross, the Junior Chamber of Commerce, and the service clubs. The question was squarely put, "What can each of us do, in a co-ordinated effort, to guard the lives and safety of the children of our city?"

The Bicycle Safety Program

A Safety Co-ordinating Council was formed and a plan of attack agreed upon. Since bicycle safety is such a large part of the whole problem, a subcommittee on bicycle safety was created to draw up general recommendations for the consideration of the whole

¹Principal, David Worth Dennis Junior High School, Richmond, Ind.



Awarding trophies to winners of bicycle riding rodeo.



Boy competing on the Figure-8 course. (All photos courtesy Richmond Palladium Item.)

committee. Subsequently, the recommendations of the subcommittee were adopted without reservation. They included the registration of all bicycles by the police department with a registration and permissive system in each individual school. The services of the Junior Red Cross were to be used in a campaign of education. The Cooperative Club was to undertake the taping of every bicycle with luminous tape, the "Lite-a-Bike" campaign. Recommendations were to be made to the City Council for general bicycle ordinances with the attendant follow-up of enforcement. The general public was to consider the advisability of setting up a city-wide bicycle court for handling the cases of youthful offenders. General suggestions on bicycle rules and maintenance were printed in handbooks and distributed to all of the city's school children. The committee believed, however, that a program of education should precede any positive action, and its prime concern was to adopt a program which would be educationally sound rather than punitive.

Safety Councils Established

Although safety had been a subject of both incidental teaching and direct instruction in the schools for many years, it was felt that a safety council, composed of pupils and teachers, should be established in each school to study the problems peculiar to the school's location. These were organized early in the school year, and through these councils an intensified and planned program of safety education was carried on.

School Safety Patrols Formed

The increasing costs of city government and the difficulty of recruiting the necessary number of patrolmen prevented direct police supervision of every dangerous school crossing. There remained, however, an effective way to handle the traffic at school crossings by using competent youngsters of the upper grades and junior high schools to do this work, The School Safety Patrols. In the formation of school patrols, the city was

fortunate in having on its police force a young ex-G.I. patrolman who was the idol of the school children of the city, Edward (Corky) Cordell. Police Chief Rohe detailed Officer Cordell to school work exclusively. Officer Cordell could talk in terms that children understood, and his first step was to appeal directly to them through informal talks in each of the schools. He outlined the problems, asked for co-operation, and got it. Directly supervising the school patrols in operation, he gave the juvenile officers the kind of backing which quickly earned the respect of the most careless motorist. Children came to know him as a friend. Parents reported that their children were quoting some phase of "Corky's" advice every day. Their affection for him was demonstrated when a representative group held a rousing street corner celebration in honor of his birthday.

When several youthful patrolmen were nearly struck by motorists who blamed bad vision for the near accidents, the city's Parent Teachers Association Council launched a campaign to buy white raincoats, patrol belts, caps, and badges for the boys and girls who were working so earnestly at the task of making school crossings safe. The local newspaper, *The Palladium-Item*, which had given its wholehearted support to the safety campaign, also gave wide publicity to the fund raising campaign, as did the local radio station WKBV. Over nine hundred dollars was soon donated and the patrols equipped. Young officers became more alert as their pride in their jobs increased. The schedule of the young patrolmen was a rigorous one. It prevented them from taking part in many school activities, and sometimes interfered with the fun so necessary to every normal boy or girl. In recognition of this sacrifice on the part of his youthful assistants, Officer Cordell arranged swimming parties, theater parties, and excursions for them. The post of Safety Patrolman soon became a coveted honor among the younger set. At the close of the school year there had not been a pedestrian or bicyclist injured where a school patrolman had been on duty.

Driver Training Course Put Into Curriculum

Meanwhile, the Safety Co-ordinating Council was meeting from time to time, reviewing, discussing, and planning. The effective use the armed forces had made of films during the war was not overlooked. Visual aids, one of the most modern and effective techniques of teaching, was called into service. A rotating schedule of the best safety films was arranged, and these films were shown to every boy and girl in the city. A course in driver training was made a part of the high school curriculum. The Safety Co-ordinating Council continued to attack the problem from every possible angle.

"Bicycle Rodeo" Acclaimed by Students

Early in February a need was felt for some type of activity which would bring the school year to a close with a carry-over of safety consciousness into the vacation months. A "Bicycle Rodeo" was planned by the groups which had been co-operating on the safety campaign. This rodeo was held late in May. Hundreds of gaily costumed boys and girls, carrying school banners, rode their bicycles through the business district. The parade was complete with floats emphasizing the safety theme, three high school bands, western riders, and escorts from the police and fire departments. At Glen Miller Park, the scene of the rodeo, the parade ended, and registration of the bicycle riders was completed. All bicycles were inspected for safety before the children were entered in contests on the various obstacle courses which had been marked out. Awards were donated by the local merchants association for the best demonstrations of sportsmanship and riding skills. The thousands of adults who watched the parade and rodeo undoubtedly considered bicycle safety in a much more serious light after seeing most of the city's youthful bicycle riders gathered into one group. Believed to be the first event of its kind in the middle west, the success of the rodeo could only be judged by the

(Concluded on page 82)

Schoolhouse Smoke: Its Relationship to the Community

A. L. Brown*

Most citizens do not stop to consider that neighborhood school chimneys are a prime source of smoke, which is mostly inexcusable and unnecessary. Does the individual parent or neighbor, the Parent-Teacher Association, the superintendent, the school board member know what goes on below the classroom floors in the furnaces that heat and ventilate the school buildings? Probably not! What one can see, however, is the smoke that belches out of schoolhouse chimneys in the morning if he will but rise an hour or two earlier than usual. At such times the chimneys are doing their worst job and so usually are the natural atmospheric effects.

If you should see the smoke what do you do about it? Let George do it? Or do you earnestly try to ascertain if it is necessary.

In the desire of cities to abate smoke, so that their citizens can breathe and live in cleaner surroundings, many have sought to establish the facts before making laws to control smoke and other air polluting substances. Many have sought the services of independent organizations to appraise the situation and report their findings. In such cities smoke sources are located, counted, inspected and the results analyzed; the potential to continue to pollute the air or to improve their performance is evaluated. Corrective measures are suggested and many of these recommendations are adopted. Then the proper laws are passed to meet the practical and economic needs of the situation.

It has been an interesting experience to have taken part in many such investigations made at the request of city authorities. Surveys have been made of this kind in over 120 cities of the United States and Canada, from Mobile, Ala., to Toronto, Ontario, from the Twin Cities in Minnesota to Portland, Me. In all of them there has been found too much unnecessary and inexcusable smoke. And without exception school buildings have been offenders as often and as persistently as industrial or commercial structures.

Examination of schools for the contributing causes of smoke in 21 such cities discloses some disturbing facts when measured by the performance of all types and classes of plants in the same cities.

	Per cent of Schools	Per cent of All Plants
Mechanically deficient	34	31
Obsolete	13	11
Overloaded	9	11
Improperly operated	44	39
Could use stokers	36	24
Could use overfire air	14	22
Burn waste and rubbish, etc.	33	22
Per cent hand-fired boilers	54	34
Can't see top of stack	64	62

*Executive Secretary, Coal Producers' Committee for Smoke Abatement, Cincinnati 2, Ohio.

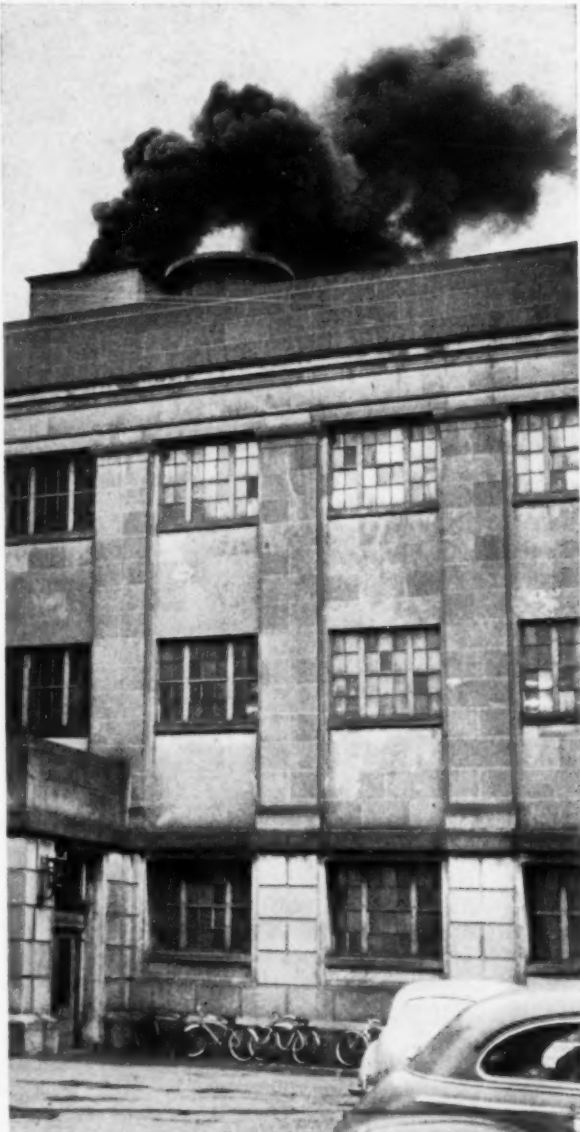
These public supported structures suffer considerably by comparisons with the average of all good and poorly operated plants in these cities. It goes without saying that if the obvious corrective steps were taken by school authorities in our cities smoke could not only be corrected but controlled for the future. In addition, substantial savings are indicated for the operating and maintenance budgets of boards of education.

Other indirect gains would result: cleaner neighborhoods, more healthful atmospheres in and out of the schools, better appreciation of teaching staff, pupils and parents of the need for efficient combustion of fuels, sanitary practices, the knowledge that the schools are up-

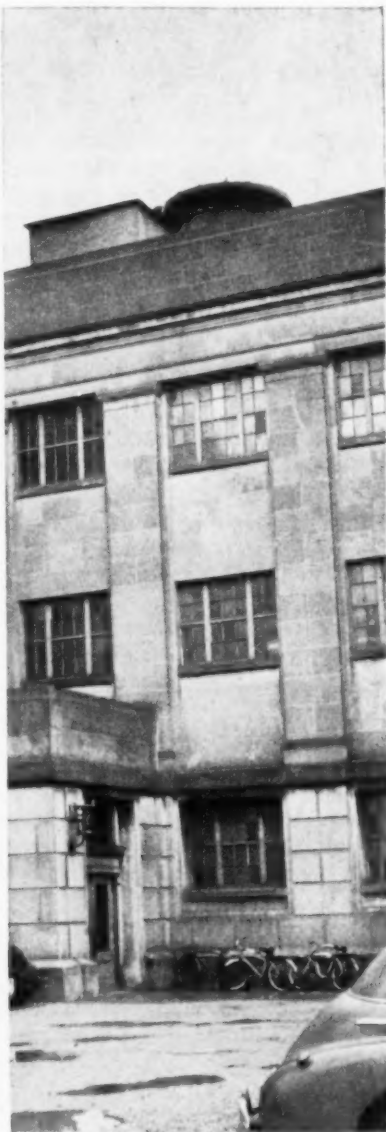
holding their responsibilities in the clean air programs of their communities.

If a city moves to secure cleaner air it is proper that all city operated and managed properties should be the first group to comply with the ordinance requirements. To do otherwise will only bring criticism from privately operated plant sources on the discriminatory application of the control provisions.

Smoke surveys in our cities have shown that the largest single contributory cause of smoke is the improper operation of fuel burning equipment. This comes about through indifference to results on the part of supervision and management; from carelessness and ignorance of efficient methods on the part of operators, firemen, janitors, custodians, and others. Corrective steps consist of an insistent attitude of owners and managers that proper firing methods be carried on, to see that these methods are understood by all firemen, that all operating staffs of schools attend classes of instruction on the care and handling of heating equipment, fuels and requirements of the smoke control program.



Before



After

The smoke nuisance as exemplified by a large city high school was cured to the relief of an entire neighborhood.

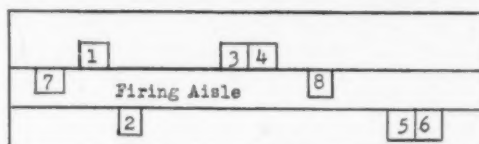
The improvement in performance and the heating cost savings to some school plants which would accrue by retiring obsolete firing equipment and purchasing suitable modern units is too great to ignore in this era of high fuel costs. The economies of larger units, fewer furnaces to maintain, present-day equipment efficiencies, laborsaving auxiliary equipment, fewer chimneys, etc., need to be explored in any program of modernization of school heating plants.

Most of our school structures today have come a long way from the "little red schoolhouse" of the past. The mental and physical equipment given our boys and girls of today has also kept pace with this growth. But in too many of our schools today heating facilities are regarded as good enough if they keep the occupants reasonably warm without consideration for the equally important factors of health, safety, and economy. In others, the existent heating sources might better be preserved as antiques. We pay and pay for the luxury of using and maintaining such obsolete inefficient jumbles of cast iron and sheet metal in these times of high costs for fuel and labor.

No city can consider itself clean, atmospherically speaking, if it does not maintain smoke-free schoolhouse chimneys. No school

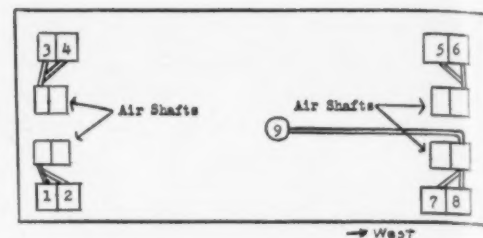
plant is operating economically or with efficiency if its chimneys continue to smoke up the neighborhood. Parents, and pupils, must be taught the economy and desirability of properly equipped, well-operated modern type school heating facilities. To achieve less than this mark of progress or to permit schools to be something less than a good neighbor in regard to smoke is an inexcusable expenditure of public funds.

Typical Examples Showing Need for Modernization of Heating Facilities



1. School No. 204 has 6 warm air ventilating units and 2 warm air furnaces; 3 chimneys. Fuel per year — 193 tons.

2. From survey engineer report: School No. 212, inspected 4/16/48: "This plant consists of 5 Isaac Smead (1887 Patent) warm air furnaces 16" x 42" and 3 American Foundry & Furnace Co. (1904) warm air furnaces 18" x 54" equipped with stationary grates. Coal used per season — 244 tons."



Careless firing and smoke production are almost inevitable in school buildings where old type furnaces must be operated separately by the school engineer.

3. This school in Zone 3 is presently heated with 8 warm air furnaces and one No. 1044 CDA round warm air furnace with 22" fire-bowl. The latter is used to heat the principal's office and teacher's room. Four chimneys 80 ft. high, 32" x 24" inside are provided, two in each end of the building accompanied by foul air shafts. The center furnace is connected to one of the westside chimneys by a long flue pipe. All coal hand-fired, per season — 202 tons. The condition of these units warrants immediate attention if furnace gases are to be kept from entering the air circulation to the classrooms. Furnaces have warped tubes, warped sections in the top, loose grate linkage, burned firing doors, and loose bricks in the plenum chambers."

An Annually Important Undertaking —

The Summer Renovation Job

Dave E. Smalley*

In the important task of renovation and repair, the two or three months of summer vacation time give schools a decided advantage over other buildings. Enough time is allowed for a systematic and thorough job without the handicap of occupancy. For successful results, the work should be carefully planned and carried through with more or less precision.

Let it be understood that this article does not presume to teach experienced school maintenance people, but is offered more as a reminder of generally accepted procedures, certain phases of which some busy operators may overlook, and also, possibly, to offer a few new ideas.

In spite of the best intentions or the most efficient plans, the winter maintenance of large buildings can be little more than make-shift. The snow and mud tracked in leaves an accumulated scum on the floors which routine cleaning does not remove. Smoke and dust overcast walls, fixtures and furnishings, and make a good "going over" necessary.

Since it is the purpose here to cover as

much as possible of the whole undertaking of summer interior renovation, we shall take up each step in order and attempt to treat it with as much brevity as adequacy will permit.

Washing and Paint Jobs

THE WALLS. While it seems to be common practice to talk about wall cleaning without mentioning ceilings, it is generally understood the ceilings are included. And while we shall not try to remind skilled workers how to wash walls by the long accepted method of soap, water, and sponge, we do offer a word of caution about the type of cleaner used on painted walls. Strongly alkaline cleaners, while effective in removing dirt, will dull painted walls, making them harder to clean afterward, increasing their tendency to gather soil. Never use a cleaner stronger than necessary on a painted wall.

Sometimes walls are thought to need repainting when they merely need a good cleaning, so it is advisable to make some spot tests before going into a more expensive painting project. This suggestion is supported by the experience, some time ago, of Army

Headquarters on Governor's Island, New York. After one of the officials had seen a wall washing machine demonstrated, a big painting contract was canceled. The walls were washed with satisfactory results and at a big saving.

A word about wall washing machines seems to be in order. These devices have been slow in reaching popularity. It appears now, however, they are beginning to enjoy increasing acceptance. It took about ten years to convince building people that floor machines were essential. Now, with floor machines, it is never a question of "whether" but of "which" and "how many."

While occasional attempts have been made to produce a self-propelled brush for cleaning walls, so far such a device has not found acceptance. The only tried and accepted method to date is the nonelectrical, pressure-fed, towel-clasping hand trowel. The machines, which are currently being produced by a few manufacturers, differ somewhat in design but are alike in principle. Two copper or stainless steel tanks, each of about 1½ gallons capacity, are fitted together so that a single hand pump creates pressure in both

*Brazil, Ind.

tanks simultaneously. One tank contains the cleaning solution, the other tank contains clear water for rinsing. Long rubber tubes connect the tanks with the two hand trowels, the latter being held one in each hand as the operator applies them to the wall. Beginning at the top of the wall and with the machine on the floor, the long tubes permit the operator to work on a high ladder or scaffold, releasing the contents of the tanks by pressing the triggers of the trowels, the cleaning solution in the right hand, the rinsing water in the left. Just enough solution and rinse water are released to be effective, preventing dripping or running down the wall. A third, and disconnected, trowel, hung on the operator's belt, is used for drying. As the trowels get dirty the solution towel is discarded, the rinse towel is advanced to the solution trowel, the dry towel to the rinse, a clean towel for drying. One filling of the tanks is said to be sufficient for one man to clean continuously for eight hours.

These wall washing machines seem to serve satisfactorily on smooth, painted walls, reducing labor costs and improving results. They are not adapted for cleaning rough or sand-finished walls. To clean rough or sand-finished walls, a brush dipped in the cleaning solution is still the generally accepted method but, unlike the procedure used with the wall washing machine, the cleaner should begin at the bottom of the wall and work up. Since washing with brush or sponge carries an excess of solution onto the wall, a portion of the solution is almost certain to run down the wall. If allowed to run down a dirty wall, stains will result that will be difficult to remove afterward.

THE FURNITURE. School desks are usually subjected to so much abuse during the school year that a refinishing job is necessary in the summer. If only the desk tops are to be refinished, time and labor can be saved by removing the old varnish with a good solvent, the simplest of which is tri-sodium phosphate. Simply wet the desk top and sprinkle the tri-sodium on freely. Stir it about for equal distribution and let it stand for a minute or two. Then scour with a stiff (or wire) brush, being careful not to let the solution run down on other surfaces. Rinse and wipe dry. When thoroughly dry, it may be advisable to steel wool the surface lightly before applying the varnish. As for the varnish, a good Bakelite type sealer is the most durable, and if more than one coat is applied, an application of steel wool between coats for better bond is desirable.

There are also good prepared varnish solvents, and one of these may be necessary to remove a phenol-formaldehyde type varnish, but we suggest that the old type that converts the varnish into a gummy mass be avoided. The kinds that can be washed off are quickest and easiest.

Where it is not necessary to refinish the furniture, there are several good furniture cleaners and polishes that are quite satisfactory. There is also a very old, and per-



Janitor scrubbing wall with cleaning machine.

haps forgotten, yet effective method for restoring the glossy freshness to varnished surfaces. It consists simply of washing with castile soap and water. Be sure you have genuine castile which usually comes in long, irregular bars. Wipe dry but do not rinse.

Waxing is the best preservative for varnished surfaces which are subjected to friction, and it also serves as a protection against water, inks, etc.

The Real Task: Renovating the Floors

FLOORS. No general set of directions can apply to the renovation of all kinds of floors.

Let us take terrazzo first. If located at or near the entrances, it is probably stained badly from the winter abuse. Although abrasive cleaners are not generally recommended for terrazzo, at such a time they are essential for best results.

Wet an area about 10 ft. square and sprinkle the abrasive cleaner on freely. Avoid alkaline cleaners which are injurious to the marble chips in the terrazzo. Cleaners made of powdered soap and pumice (or silica) are best suited. Scrub the area with a stiff brush, floor machine preferred, squeegee off the surplus water and proceed to another area. After covering the entire floor, rinse well and allow to dry.

Steel wool and soap suds are efficient cleaners for most floors, but when steel wool

is used on terrazzo, the wool sometimes rubs off on the harder floor, causing dark spots and streaks.

When the terrazzo floor is spotless and dry, it is more easily kept clean if protected by a coating of good floor wax and buffed each day. If you are afraid of floor wax, use one of the new terrazzo seals. To be good such a seal should be "water white," should dry in an hour or so, and should not turn yellow at any time. Ordinary varnish-type seals, or even the good phenol-formaldehyde type seals should never be used on terrazzo. Several leading manufacturers make suitable terrazzo sealers.

ASPHALT TILE. An abrasive cleaner or steel wool and soap suds are usually needed for the summer rehabilitation of asphalt floors. Mild alkaline cleaners such as tri-sodium or modified soda, can be used in most cases. Abrasive action is essential for the removal of old wax accumulations. Because abrasive powders have a tendency to settle in the cracks between the tile, being insoluble, soap suds and steel wool are preferred for cleaning asphalt tile. No. 1 or No. 2 grade of wool is suitable.

Of course, after cleaning, rinse the floor well, but be careful not to use more water than necessary, since an excess may soak under the tiles and loosen them.

When the asphalt is clean and dry, waxing is the best means for maintaining it, not only embellishing the tile but making it much easier to clean. If you have had experience with slipperiness on waxed asphalt and are wary of wax, try one of the new "slip-proof" waxes.

No really good wax can be guaranteed as 100 per cent slip proof. Such a wax would be either too sticky or it would lose all the inherent virtues of wax. There are now, a few good waxes containing newly developed antislip elements which make them reasonably safe, even on asphalt, but you won't find them among the cheaper waxes. Floor waxes approved by the Underwriter's Laboratories may be considered safe though quality is not thereby insured.

Water waxes thinned down with water from 50 per cent to 75 per cent are frequently resorted to for floor areas which are bad slip hazards. They provide little gloss unless buffed and then give little more than a satinlike sheen, but they do make sweeping and mopping easier.

There are some nonslip waxless treatments on the market which are especially designed for asphalt, but so far as we know they are not too successful.

Rubber Tile and Linoleum Floors

RUBBER TILE. Unless it has a coating of accumulated floor wax, a mild alkaline cleaner, scrubbed well with a stiff brush, should remove the winter scum from good rubber tile.

If, however, old wax is to be removed, use steel wool with an alkaline cleaner. But do not use abrasives to excess on good rubber tile or the plate finish may be



Cleaning a Terrazzo Floor takes patience and a good machine.

damaged. Fine steel wool, under a floor machine, is often used to polish rubber tile, causing no damage, but the coarser grades of wool are needed to remove wax.

Never use oil or animal-fat soaps on rubber. There are now some new synthetic "soaps" which serve very well on rubber. To be sure of the proper cleaner (and wax) for the rubber floor, write to the Rubber Manufacturers' Association, 444 Madison Ave., New York City, for their approved list.

As for maintaining rubber, there is no substitute for wax. Actually the only choice up to this time is either to protect the rubber floor with a good water wax emulsion or to omit coating it with anything. Here again, if slipperiness is feared, use one of the new nonslip waxes. It must be remembered, however, that they are not quite as satisfactory as the regular waxes. They scuff up rather easily and do not seem to have the durability of standard wax. After all, slipperiness is a minor complaint among schools and if the regular waxes are properly used there should be no trouble.

LINOLEUM AND CORK. Ordinarily linoleum and cork are not used extensively in schools. However, where they are used they present the same problem as they do elsewhere.

While abrasive powders may be resorted to in restoring very dirty linoleums, they are not recommended for regular use. Where incrustated dirt or stain must be removed, steel wool and a neutral soap serve best. Never use alkalis which are the natural enemies of linoleum and cork. Rinse well after the

scouring, but in any case avoid using too much water. Use just enough water to do the job, but not enough to seep under the edges and soak the burlap backing.

As in the case of rubber tile, if a protective coating is wanted on linoleum or cork, and certainly one is desirable, there is no acceptable alternative but good floor wax, either water wax or the solvent type. There is less danger of slipping on linoleum or cork than on any other kind of flooring.

The Difficult Concrete Floors

CONCRETE. Because concrete floors are practically indestructible, almost any kind of cleaner can be used on them with safety. Good scouring powders under a floor machine usually serve

best, though in extreme cases a steel wire brush is necessary.

After it has been cleaned, a concrete floor may be waxed, more for easier maintenance than for appearances, though the wax stains do give many a concrete floor an attractive finish, resembling battleship linoleum. Good phenolic type sealers also reduce cleaning problems, preventing the "dusting" nuisance which sometimes occurs.

Most schools, however, seem to prefer a good enamel for their concrete floors and our recommendation is either a phenol-formaldehyde or rubber enamel, preferably the latter.

There is a natural, permanent alkaline content in all concrete. When it becomes damp this alkali sets up a reaction against the oils and resins in ordinary paints and enamels, causing the finish to disintegrate. Phenolic-formaldehyde type resin is highly resistant to alkali, but enamels must contain some vegetable oil and therefore are not as immune to the alkaline reaction as the rubber enamels which contain no susceptible ingredients.

The rubber enamels, a development of one of the large rubber manufacturers, are made by a "cold cut" process and are soluble in their own special solvent at any time. While the coating is not affected by ordinary naphtha, oils, alcohol, etc., it can be readily removed with its own solvent a month or a year later. The rubber enamels have excellent covering capacity, are easy flowing and easy to apply, leveling out without showing brush marks, drying in three or four hours with a

high gloss. Usually a choice of colors is available.

Before applying any paint or enamel to a concrete floor, the latter should be properly prepared. If unpainted, it should be scrubbed free of wax, grease, etc. Then it should be etched with 20 per cent muriatic acid (in water). This is done with an old mop, letting the solution stand on the floor until it ceases to effervesce. Then rinse, let dry, and apply the enamel. Failure to etch may cause the enamel to scrape off.

If the concrete floor has been previously painted, go over it with a strong alkaline solution, scouring with a steel wire brush. Rinse and when dry, proceed with the painting. It is not necessary to remove all the old paint before applying the new, but take off all that is removable. What paint is left should be scarified or dulled with the alkali and brush to insure a good bond for the new coat.

If there are bare spots in the old coat, that is if there is more of the old paint left on the floor than has been removed, it is advisable to patch the bare spots and allow them to dry before going over the whole area.

Making Wood Floors Beautiful

WOODEN FLOORS. If wood floors in schoolrooms are to be sanded they will, of course, require sealing. If oak, they should be filled with a good filler before they are sealed, but a filler is not needed for maple and other close grained woods.

In sealing a newly sanded floor be careful not to spill the sealer on the "raw" floor. Also be careful about laying a seal-soaked applicator on the floor. Sometimes a bucket with sealer running down the side will leave a ring on the floor that is hard to eliminate.

Two or three coats of a good phenolic type sealer are needed on a newly sanded floor, each coat to be steel woolled when dry and before the next coat is applied. The last coat should also be steel-wooled to remove the rather superficial surface gloss that will eventually wear off in paths. Steel-wooling the last coat makes sweeping and dusting much easier. You can restore the high gloss with floor wax, a gloss that can be easily renewed as it wears off.

If you are "doing over" the gymnasium floor, apply one coat of sealer and when dry, steel-wool it and then apply the court markings. After which, proceed with the other coats.

If you are not resanding the wood floors, then a thorough cleaning is probably in order. If the floors are not very dirty, soap and water under a scrubbing machine may suffice, but if very dirty or stained, an alkaline cleaner under coarse (No. 2 or No. 3) steel wool may be necessary. If the floors have been waxed, steel wool and a good, strong soap or alkaline cleaner is essential to remove the wax. While naphtha or turpentine and steel wool will remove the solvent type waxes, they have little or no effect on the water waxes, and unless all traces of floor wax

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An air view of the Alamo Sports Center, San Antonio, Texas, showing the gymnasium left, stadium, parking areas, and main roadways.

San Antonio Builds a Sports Center

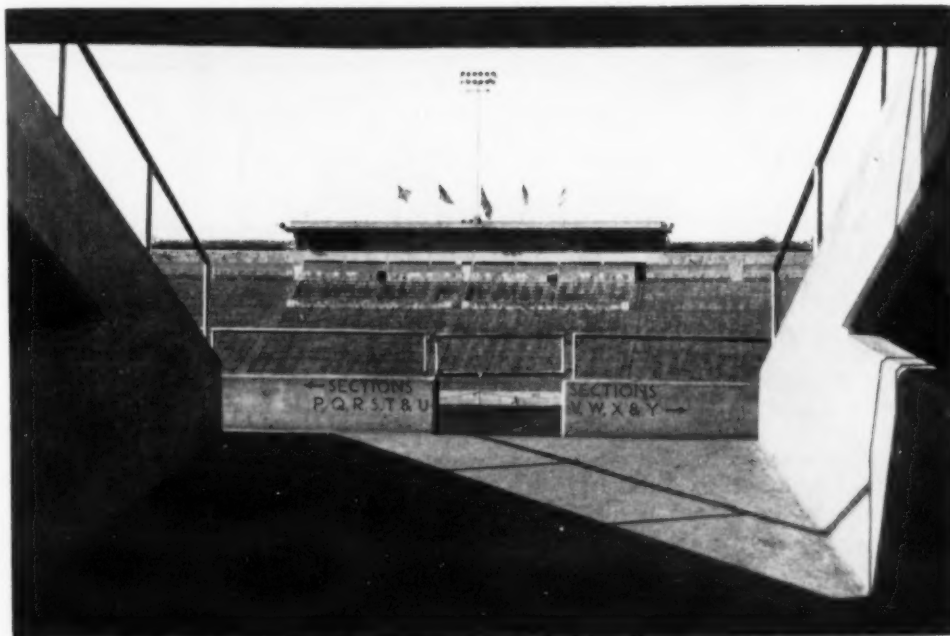
Thomas B. Portwood* Claud H. Kellam**

Phelps and Dewees and Simmons†

San Antonio has just completed the second unit of a central sports center for the use of all public schools and the community. This project has been in process of development over a period of ten years, and with its completion on November 1, 1949, the San Antonio schools have a modern plant for sports and other activities.

A Central Unit Needed

The need for this plant existed for many years. San Antonio, like many other cities, failed to provide adequate playing fields for football, or basketball facilities capable of seating the crowds which have become interested in these sports. In recent years, only students and a limited number of patrons could be admitted to basketball contests. This caused confusion and ill will, since many who wished to attend games were turned away. From a public relations standpoint this was, of course, very bad practice.

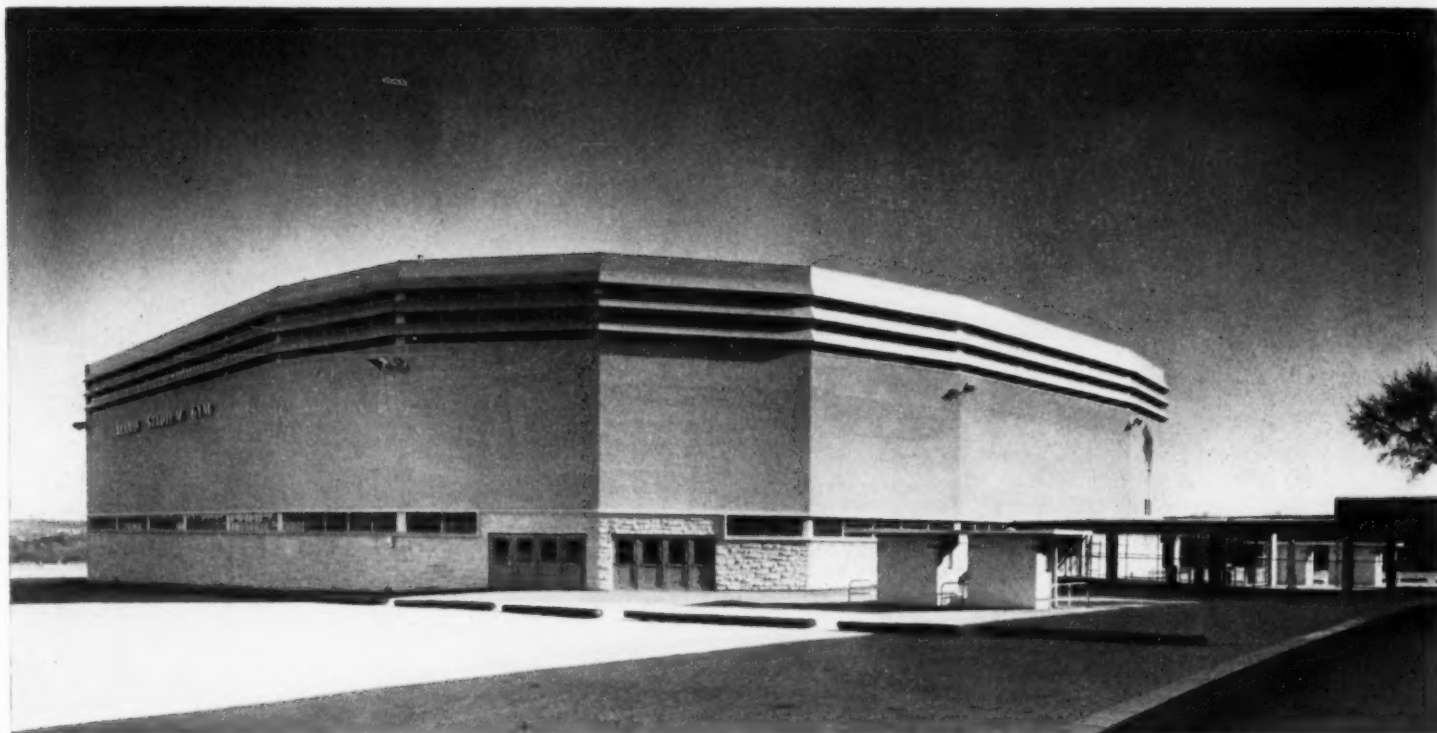


View of Alamo Stadium showing press boxes, radio and television booths atop main seating area.

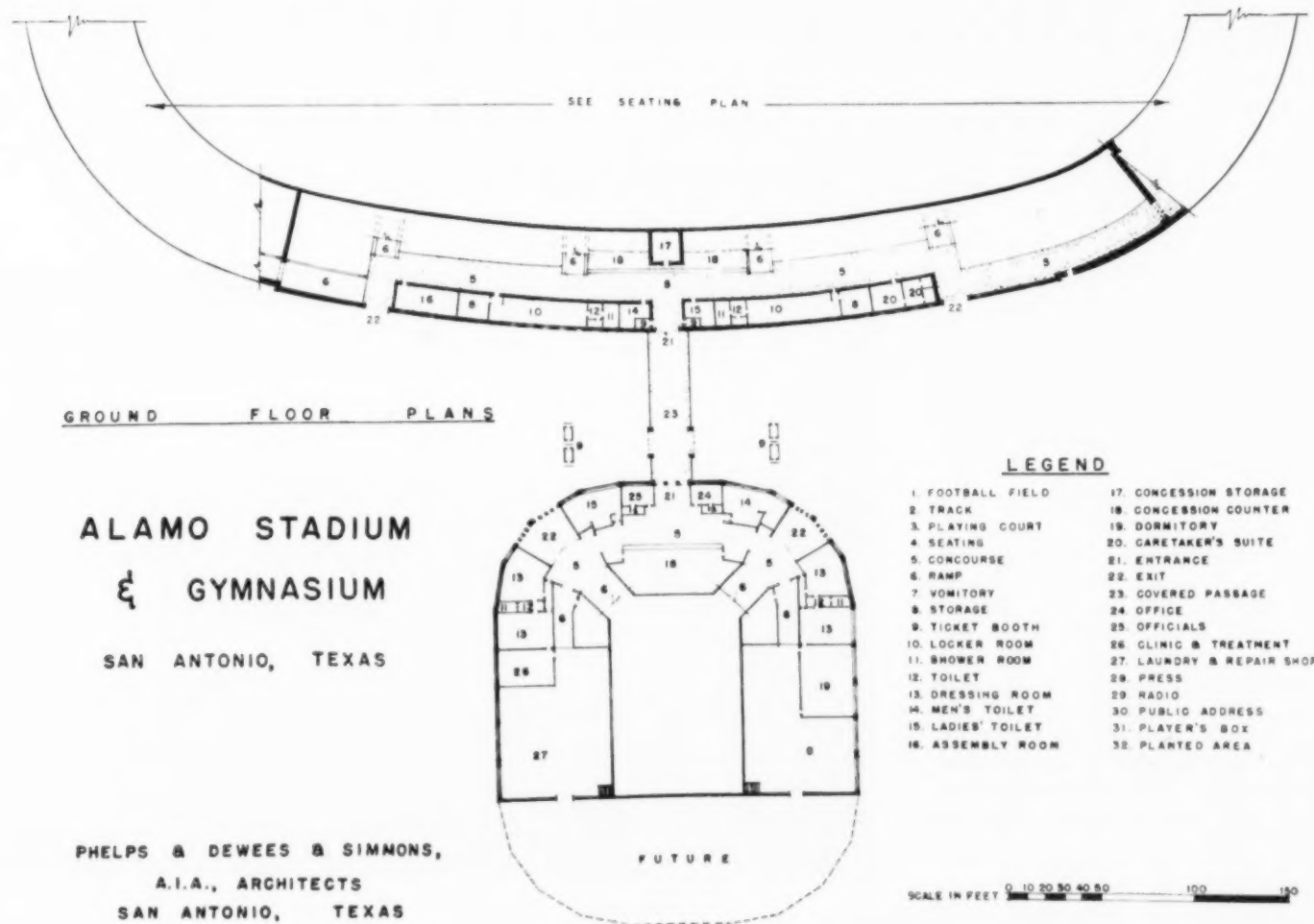
*Superintendent of Schools, San Antonio, Texas.

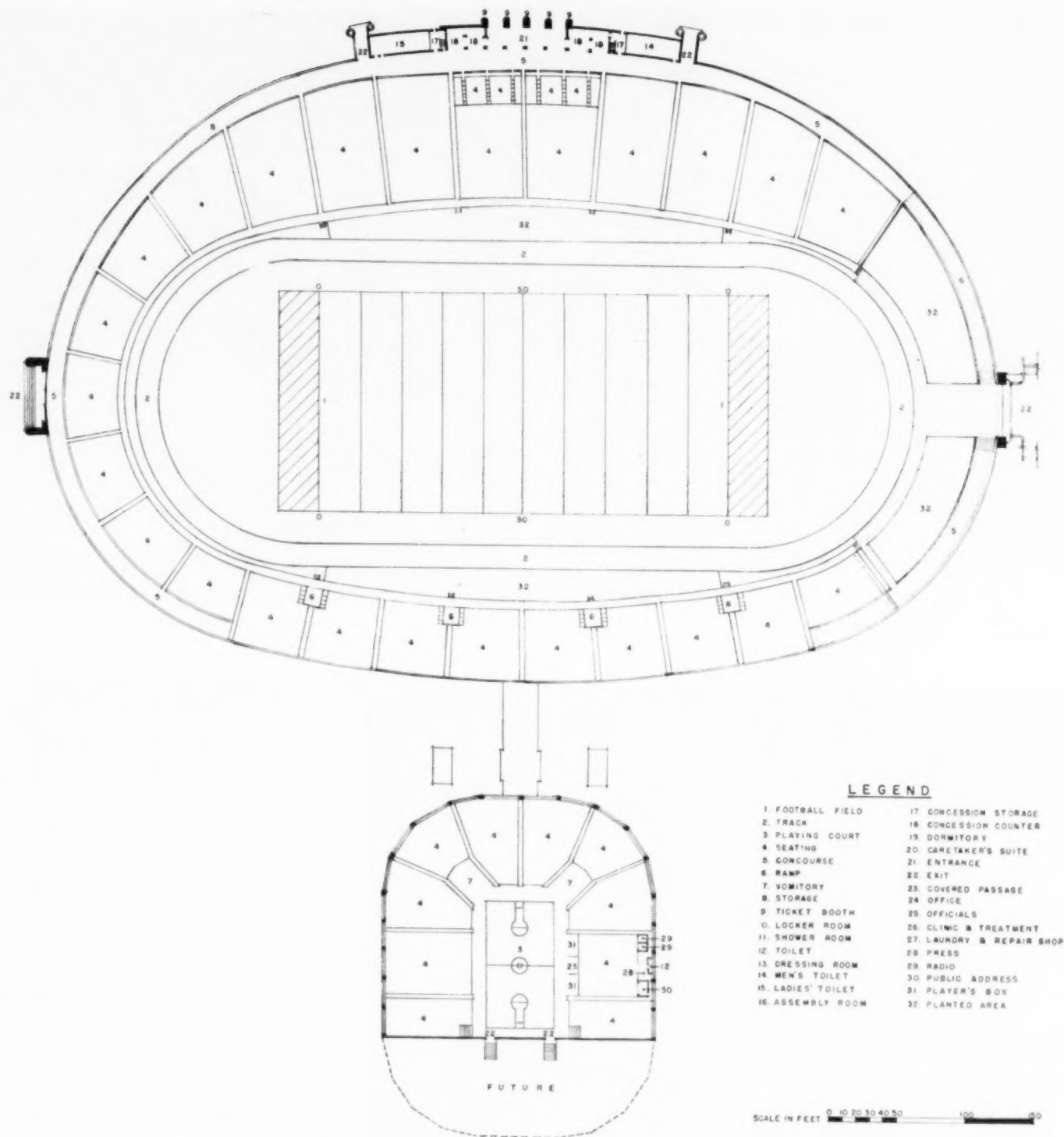
**Director of Health and Physical Education, San Antonio Public Schools.

†Architects, San Antonio, Texas.



General View of Gymnasium, Alamo Sports Center, San Antonio, Texas.—Phelps & Dewees & Simmons, A.I.A., Architects, San Antonio, Texas.





Seating Plans of Stadium and Gymnasium, Alamo Sports Center, San Antonio, Texas.

Stadium Has Paid For Itself

The first unit to be undertaken by the San Antonio board of education was Alamo Stadium. It was decided to build this unit through the use of revenue bonds and to take advantage of such labor help as could be obtained from the U. S. Works Progress Administration, then in effect. The community had had no experience with this type of financing and there were various opinions as to whether such a project would carry its weight financially. The last seven or eight years have answered that question with a strong affirmative, and it was

largely on the basis of that experience that the San Antonio board of education decided to add a second unit in 1949. This unit, which was completed in November, 1949, consists of a gymnasium seating 6500 with all necessary facilities and other units to make a complete building for basketball or other uses to which such a building can be put.

Waste Land Used

Alamo Stadium was built in an abandoned rock quarry which had stood ugly and idle for many years but which proved

to be an ideal place for a stadium of the type and size needed for public school use. What was once an eyesore is now one of the most beautiful civic spots in the city. The permanent seating capacity is normally 23,000 and can be increased by the addition of bleacher seats. The stadium proper is constructed of reinforced concrete with rock-faced walls. It is complete with dressing and shower rooms, press box, radio and television booths, public-address system, concession stands, and other facilities. A standard running track surrounds the football field. The entire stadium is equipped

with lights for night games and other events.

A Central Gymnasium

The Alamo Stadium Gymnasium is an integral part of the central plant and was built to harmonize with the general plan. The building is so designed that future seating may be added if needed. The present capacity is 6500. This building is designed to be used for basketball or any other activity that lends itself to a building of this type. It is available to the community or to private individuals on a rental basis. It is also equipped with all necessary shower and locker rooms, press booths, rest rooms, and a small dormitory. There are large concession stands inside the main entrances. The building is so designed that from any seat a good view is had of the playing floor.

The type of construction used in this building is reinforced concrete with outside walls of tapestry brick. All partitions in shower rooms and dressing space are of painted hollow tile. Seats are of the bleacher type with 2 by 10 in. wooden stringers set on metal risers. Provision is made for future expansion without disturbing the existing structure.



Every portion of the floor is completely visible from every seat in the Alamo Gymnasium building.



Space beneath the gymnasium seats is fully finished and used for warming up and indoor practice.

Both Alamo Stadium and the Gymnasium were designed by Phelps, Dewees and Simmons, architects of San Antonio, Texas.

Cost Data

Alamo Stadium was financed through the sale of \$110,000 in revenue bonds bearing 3½ per cent interest to run 20 years and to mature in the amount of \$8,000 per year. This money was used for material, as the labor was furnished through the WPA. The gymnasium build-

ing cost approximately \$400,000. It was financed through the sale of \$275,000 in revenue bonds bearing 3 per cent interest and to run for 20 years. The remaining cost was paid from funds previously earned by the stadium itself.

This building was constructed by the Gilbert Falbo Construction Company.

Neither of these projects involved the use of current tax levies. The cost per square foot of the gymnasium was approximately ten dollars.

N. Y. SCHOOL BUILDING LEGISLATION

Governor Dewey of New York State has signed five bills which are intended to adequately increase the ability of local communities to finance new school construction. The bills, which carry out recommendations by a special committee provide for the following:

1. Full valuation of real property, rather than the lower assessed valuation as the basis for the debt limit in school districts with a debt ceiling.
2. Emergency state loans available to 20 severely strapped school districts, for construction and planning purposes. The aid payments are to continue for a maximum of thirty years.
3. Cities up to 10,000 population, rather than 5000, will be eligible to participate in central school districts.
4. State aid for central school construction, to be paid in the same fiscal year in which the local expenditure is to be made. This will avoid the pak tax which has occurred in the first year after construction because of a lag in state aid payments.
5. Creation of a 15-member commission to make long-range studies of school construction needs.

30 MILLION DOLLAR SCHOOL GRANT FOR VIRGINIA SCHOOLS

The Virginia State Board of Education has issued rules and regulations governing the distribution of 30 million dollars this year, and 15 million dollars in 1951-52 in state grants for school construction.

The rules and regulations, approved by the governor, indicate just what a community has to do to claim its share of the money. As a first step, the local board must make application in duplicate on prescribed forms furnished by the state board. Applications must be accompanied by detailed plans and specifications, including courses to be offered, for buildings to which state funds will be applied.

The state will release 20 per cent of the money approved for the particular project, exclusive of the equalization fund money. Subsequent payments will be based upon construction progress and the ratio of state participation.



Street View, Lincoln Elementary School, Torrington, Wyoming. — Kellogg & Kellogg, Architects, Cheyenne, Wyoming.

Torrington Dedicates Lincoln Elementary School Building

For many years there had been a school building problem due to crowded conditions and very large classes in the elementary schools of Torrington, Wyo. It was two years ago that the board of school trustees went on record as authorizing the erection of a new grade school building to solve the school plant problem.

Following a careful study of the local school tax situation, a bond issue of \$350,000 was submitted to the voters of the district and was carried by a vote of three to one. The entire sum realized at a very favorable price for the bonds, was set aside for the erection and equipment of the new structure.

The educational planning of the new building, which had been done far in advance of the bond election, was continued, and Messrs. Kellogg & Kellogg, architects of Cheyenne, were employed to develop the plans and specifications for a structure which would fully meet the instructional needs of the children of the new Lincoln school district. Nine contractors submitted bids, which ranged from \$300,000 to more than \$350,000—a variation of \$56,233 between the lowest and the highest bidders. The Spiegelberg Construction Company, of Laramie, submitted the low figure and was awarded the contract.

Construction began in the spring of 1949 and the building was completed and occupied in January, 1950. The cost, including fees and equipment, was approximately \$300,000.

The Lincoln School Building is a one-story structure, with 17 classrooms planned to accommodate approximately 30 pupils each. It



Detail of end wall of playroom, Lincoln Elementary School, Torrington, Wyoming.



The playroom is finished with acoustic tile ceiling, plastered walls, glazed brick wainscoting, and asphalt tile floor in harmonizing colors.

has a combination gymnasium-auditorium-dining-room, with a well-equipped kitchen adjoining; a library; a principal's waiting room and office; a health room; a teachers' work-room and lounge. The only basement space

is the boiler room, a storage room, and a room for the janitor. To accommodate its small children separate lavatories for boys and girls are located between the first grade rooms.

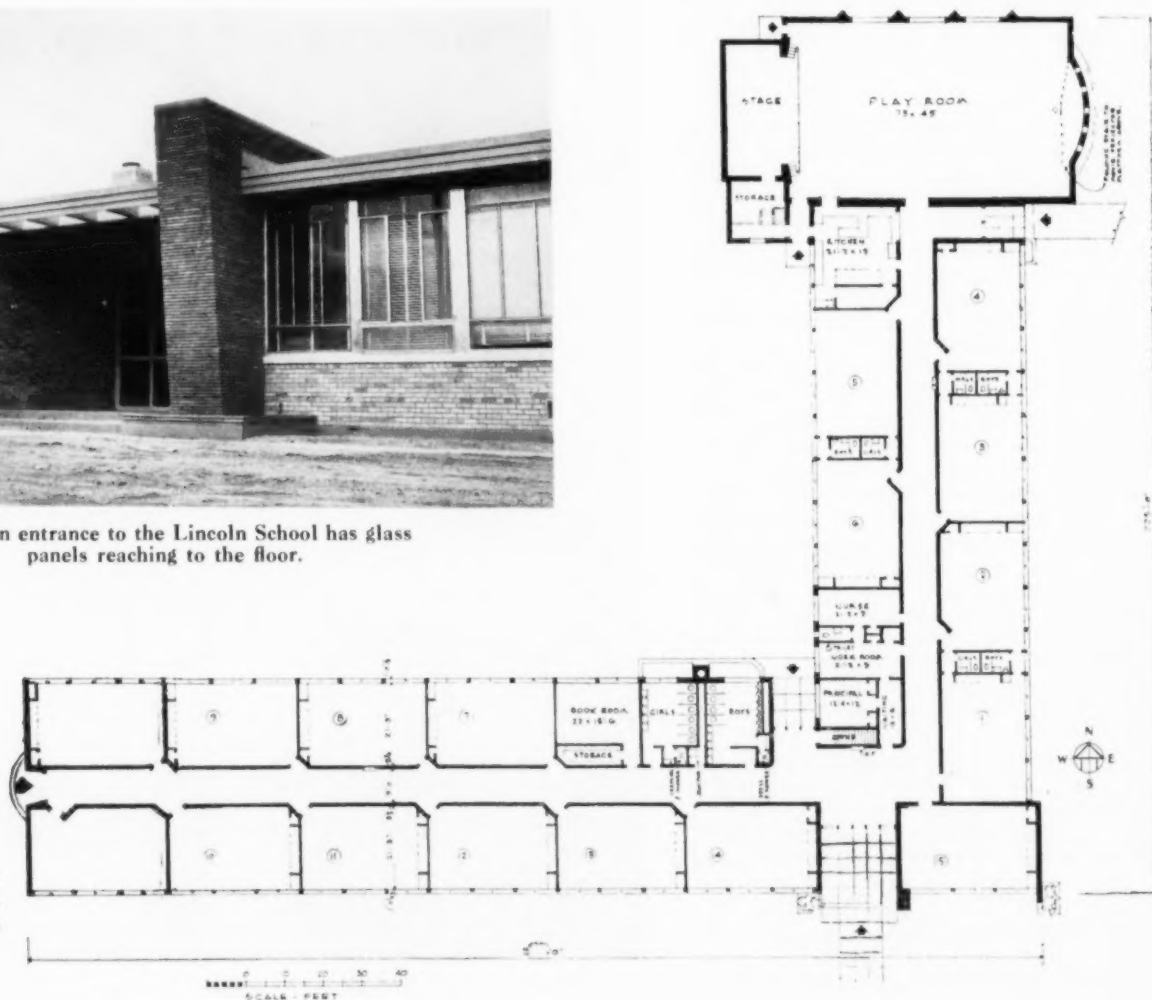
Each classroom is designed with continuous windows so that natural light is abundant. Control of the light is made possible by Venetian blinds. For night use and on especially dark days fluorescent lighting has been installed. Each room is equipped with a two-way speaker in direct communication with the principal's office. There is also a secondary program clock. The furniture includes adjustable pupils' desks, teachers' tables with add-on cabinets, and pupils' chairs for group work. The furniture is blond finish. Light pastel colors have been used for the walls and the tile floors. The white ceilings and the generally light colors of the walls, furniture, etc., serve to enhance the educational environment. The classrooms are fitted with steam radiators and unit ventilators.

On the evening of January 11, 1950, open house was held for the inspection of the Lincoln building and for a dedicatory program in the auditorium. It is estimated that a thousand people passed through the building during the evening and 600 found seats in the auditorium to hear the dedicatory address by Dr. Ray E. Robertson, commissioner of education of the State of Wyoming. Brief talks were also made by Supt. Edwin E. Engleman, Architect Fred Kellogg, and Frank Spiegelberg, a member of the contractors' firm. The president of the board, John W. McCreery, presided and introduced his fellow members of the board who had carried on the construction program. The American Legion presented banners for the classrooms



The main entrance to the Lincoln School has glass panels reaching to the floor.

Floor Plan, Lincoln Elementary School, Torrington, Wyoming. Kellogg & Kellogg, Architects, Cheyenne, Wyoming.

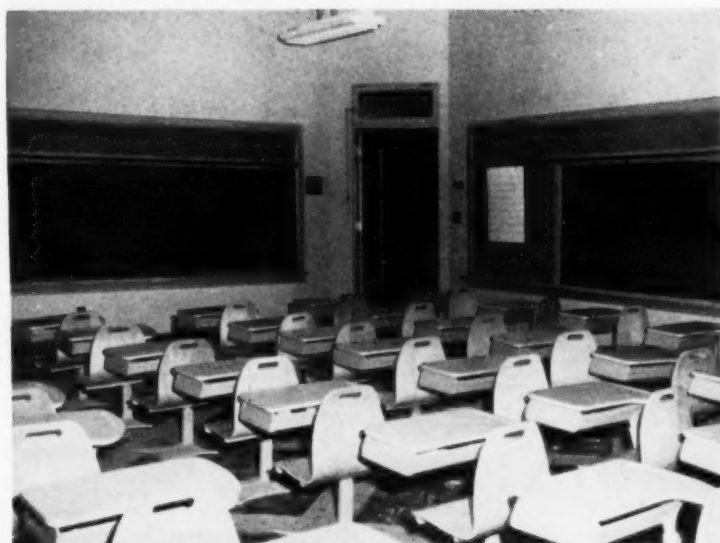


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The corridors have acoustical tile ceilings, plaster walls, tile dadoes, and rubber tile floors. Classroom doors are so set that they do not swing into the lines of traffic.



The Lincoln classrooms are equipped with movable desks and chairs for maximum flexibility in group work.

and the V.F.W. presented a silk flag and staff for the auditorium, gifts which were accepted by Principal C. L. Ward.

The Lincoln Elementary School is con-

sidered one of the finest and best equipped school plants in Wyoming. The many features of the design and the ultramodern equipment and furniture make it truly an effective instru-

ment for a broadening program of primary and elementary education. Numerous school boards and superintendents from surrounding cities have visited the building for new ideas.

To Keep Pace With Educational Progress —

Lexington Launches Building Program

*Del Martin**

Aware of the trends toward the safe, modern, economical one-story structure now popular for schoolhouses, the forward-looking people of Lexington (population 5000), Neb., have approved an addition to one grade school and the erection of two complete grade school buildings at a total cost of a half million dollars.

In their replacement of dilapidated structures built in 1884 and 1897 and originally used for high schools, the townspeople and the school board, assisted by the adroit and enthusiastic Supt. Glenn E. Miller, feel that they are in step with the best in grade school construction.

Instead of selecting cheaper, conservative, two-story structures that in a few years would be associated with the "Thirties," they are erecting the kind that will probably be among the standard structures for the next fifty years. Past experience seems to have taught them that dreamers and builders must keep up—not *with* the parade, but—far in advance, if buildings are to be satisfactory as long as the materials stand the wear of years. Ideas seem to advance faster than stone and steel deteriorate. These citizens

believe that "to stay where you are, you must run forward like everything."

Although all three school buildings are now nearing completion, only the West Ward will

be considered here, for the others are practically identical in plan and construction. To offset the present balance in population between the East and the West sections of the



Exterior, South Ward Grade School, Lexington, Nebraska. Meginnis & Schaumburg, Architects, Lincoln, Nebraska.

*Member of the Teaching Staff, Lexington High School, Lexington, Neb.



Exterior, East Ward Grade School, Lexington, Nebraska.—Meginnis & Schaumberg, Architects, Lincoln, Nebraska.

district and to provide for expansion, the West Ward has three more classrooms than the East. There is a possibility also that the larger school will provide teaching facilities for spastics and other handicapped children.

Included in the construction plans are a multi-purpose room with stage, dressing rooms and a kitchen; health room; office and rest room for teachers; general storage room; toilet facilities; nine classrooms; a kindergarten room with a separate entrance and toilets; janitor's rooms each equipped with lavatory, toilet, and shower; three outside covered entrances.

In the over-all planning, certain new fea-

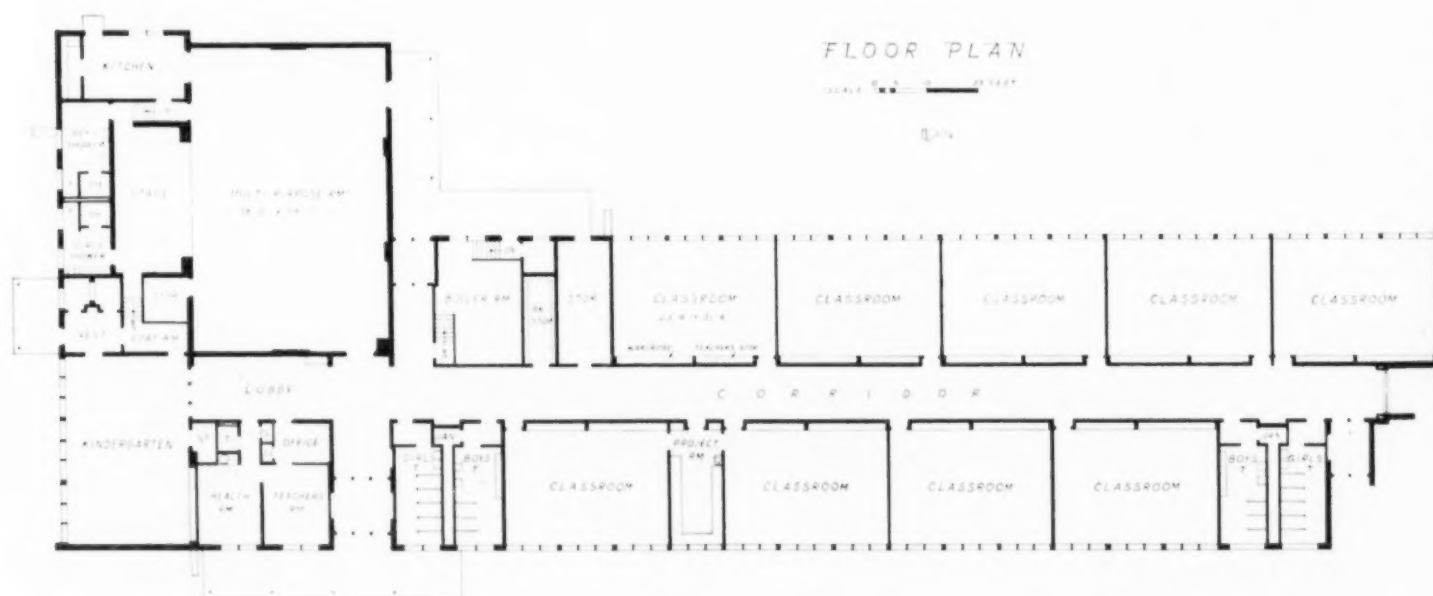
tures have been provided. One that promises to eliminate trouble is the inside roof drainage system. At various places, descending from the flat gravel roof, are large, iron pipes designed to carry off any water that comes from rain or snow. Between the roof and ceiling of the corridors these join other pipes that are always warm and will eventually carry off the water without any clogging by unmelted snow or ice.

As one approaches the low, flat-roofed structures of buff bricks, he may be impressed by the simplicity and beauty of design, or by the long stretch of clear glass windows to his right and the tiers of directional glass blocks

above. These, he will learn, enclose five classrooms and a project room facing the street. He may enter the column-supported covered entrance and note the stone bench provided for waiting children. After passing through the vestibule into a short corridor that meets at right angles the main one extending the length of the building, he will step on the light tan asphalt tile floor designed to represent the points of the compass.

Throughout the building he will see upper walls of a porous light gray structural block to be painted with water color to harmonize with the buff ceramic tile wainscot and the

(Continued on page 45)



Floor Plan, West Ward Grade School, Lexington, Nebraska.—Meginnis & Schaumberg, Architects, Lincoln, Nebraska.



Exterior, West Ward Grade School, Lexington, Nebraska. — Meginnis & Schaumberg, Architects, Lincoln, Nebraska.

(Continued from page 40)

asphalt tile floor. Ceilings are finished with sound resistant tiles in a light cream. Corridors receive light from clear glass at both ends.

The Classrooms

Extending the length of each of the classrooms is a three-section clear glass window unit with directional glass blocks above. Every third tier of the block construction is re-enforced with two connected rows of steel wire. On the opposite side of each room are the pupils' wardrobes in light gray to harmonize with the buff-colored tile wainscot and tan asphalt tile floor. Serving as a part of the natural ventilating system, the wardrobes have grilled doors through which air passes up to a shaft connected with turbine ventilators on the roof. By opening a window on one side of the room and a grill on the ventilating shaft above the wardrobes on the other, the teacher has ample changes of air. The whirling ventilators on the roof pull the air through the classroom, up through the wardrobes into the shaft and to the outside.

At one end of the classroom is the green chalkboard, and on the opposite end is ample tack board space. Above the buff wainscot, which is the same as in the corridors, the block walls are painted in tones of warm colors with touches of cool tints in the darker rooms. South rooms emphasize cool shades on some walls with the opposite walls in warmer colors for emotional effect. Throughout, the color scheme follows the recommendation of the best authorities in school lighting.

The heating system is the overhead low-pressure vapor type, with east, west, and south zone controls. Long thin-fin radiators extend the length of the room below the windows to equalize the heat.

Between two of the classrooms is the project room with sink, built-in shelves, and cabinets. This room, sometimes classified as

the activity space, is to be used for developing projects likely to clutter the classroom.

The Multi-Purpose Room

Serving as a gymnasium, auditorium, play room in bad weather, and as a gathering place for social affairs in the community, is the multi-purpose room. Designed for convenience in each activity, it promises to encourage neighborhood participation in school and social events and to develop a cordial association between patrons, teachers, and pupils. Pride in the structure and interest in its modernity will no doubt be the impetus for a "sense of belonging" that has not existed in the milieu of the old school buildings.

Encased by double, modular-sized bricks at the bottom and cinder block above, the walls of this gymnasium-auditorium will defy the soiling marks of service—a convenient attribute in a room to be used for social affairs as well as for physical education.

With a stage on one side equipped with dressing rooms, three sections of disappearing footlights and underneath storage for chairs on rolling trucks, the multi-purpose room affords dramatic possibilities for all forms of entertainment.

A serving bar in one corner of this room connects with a fully equipped kitchen where hot lunches and other refreshments may be served. A covered outside entrance speaks for convenience and efficiency.

Along the wall in the corridor to the left of big double doors leading into this all-purpose room, are a trophy case and display board.

Kindergarten Room

The kindergarten room with its own entrance emphasizes privacy and cheer the tots need while they are making the break between home and school. If they have to wait, there is a long, stone bench on which to sit under the covered entrance. For school entertainments, passageways opening into corridors near the stage of the multi-purpose room

make the kindergarten quarters accessible as a waiting room for children not on the stage.

Problems in Remodeling

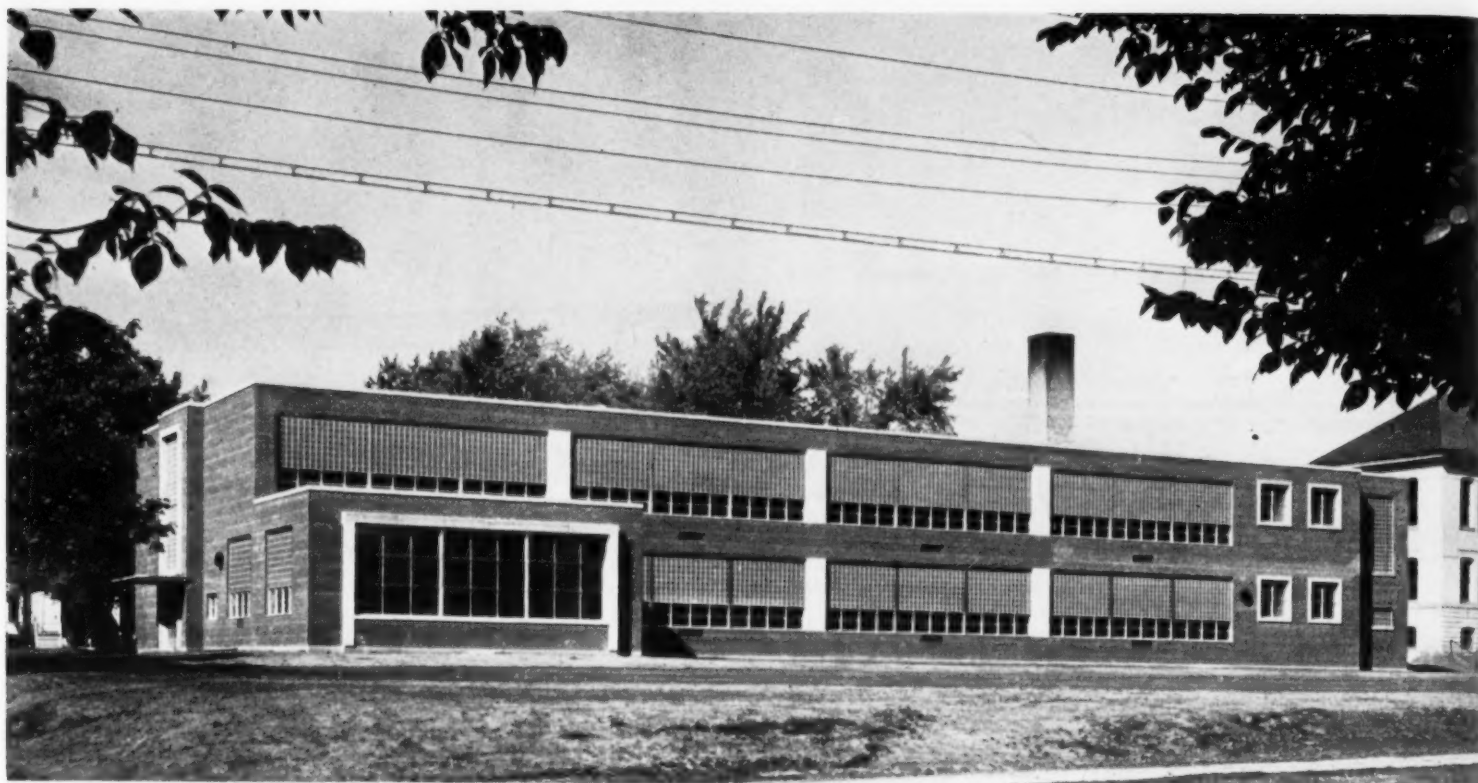
Remodeling the South Ward by an addition to the west side of the existing two-story structure presented difficulties because it had to harmonize architecturally with the old, had to provide new areas as well as to modernize the whole structure to please and to accommodate patrons in their plans for enlarged activity; furthermore, it had to compare favorably with the new edifices. Apparently this has been accomplished so well that passers-by will get an over-all picture of newness and harmony in architectural design.

Patience, open-mindedness, a thorough knowledge of the task and future needs have enabled the leaders in this enterprise to build intelligently and well.

SCHOOL BUILDING NEWS

► President Osmond R. Strong, of Concord, N. H., has appointed a 12-member citizens' advisory committee, to begin a survey of the school plant needs. Five members of the school staff will serve with the advisory committee during the planning study. They include Franklin P. Annis, Dexter O. Arnold, John E. Reed, Samuel S. Richmond, and Supt. Harlan E. Atherton. Eight other members of the board will also meet with the committee, including Charles F. Cook, A. Harold MacNeil, Mrs. Joan M. Whitaker, Mrs. Della I. Lewis, Mrs. Mildred K. Perkins, C. Murray Sawyer, Mrs. Wilbert F. Cameron, and Frederic K. Upton. A part of the committee's work, according to Supt. Harlan E. Atherton, will be a study of the effect of the postwar birth rate on the school system, and the need for replacing some of the older school buildings in the city.

The school board is faced with a wave of increasing school enrollments which has already affected the elementary schools, said Dr. Osmond R. Strong, president of the board. The school has sought to enlist the services of a cross section of the business, industrial, lay, and professional people for a long-range school planning program. This group will make a careful study of the school needs in an effort to bring the best thinking of citizens to bear on the schoolhousing problem.



Street View, New Elementary School, Sheboygan Falls, Wisconsin.—Edgar A. Stubenrauch, Architect, Sheboygan, Wisconsin. (Photo courtesy Sheboygan Press)

When Women Realize School Needs —

A Community Goes to Work

*Dale F. Davis**

The decision of the school board to erect a new elementary school for the children of Sheboygan Falls was a historical event of importance. Yes, this is true in spite of the fact that detailed plans had been made as early as 1940 for an addition to the high school. The first new elementary school since 1870 was now to be constructed instead of the planned addition to the high school.

Heretofore, all new school buildings in our city had been either new high schools or additions to the high school. However, this time a complete new school was to be constructed for children of the elementary school age.

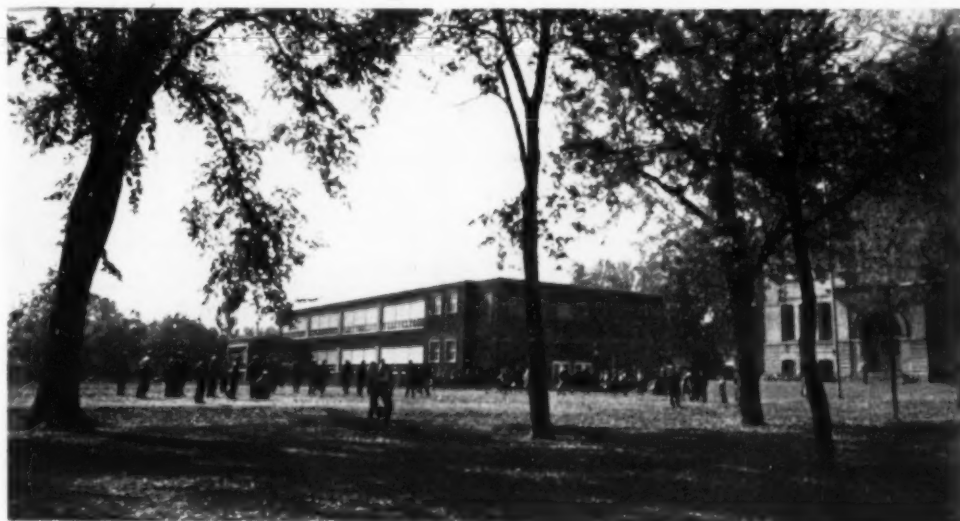
The change in plans came about as a result of a school plant survey, made by the State of Wisconsin Department of Public Instruction, represented by Messrs. H. W. Schmidt, J. F. Waddell, and A. L. Buechner. The findings of this survey were presented to the board of education in June, 1947; a month later the board began the careful study of the recommendations.

A four-point program was suggested in the survey, which included the following: (1) the construction of an elementary school for the kindergarten and grades one through eight; (2) facilities for home economics and indus-

trial arts in the high school; (3) additional property to be acquired for physical education and recreational activities; (4) expansion of the present gymnasium to provide for a more adequate physical fitness program, and to serve as a gymnasium-auditorium for community activities.

After a good deal of study the momentous decision was made to dispense with the building of an addition to the high school and to make plans for developing the four-point program as suggested by the experts of the State Department.

I describe the decision as "momentous" be-



The playground includes a wooded area where small children may play on hot days.

*Superintendent of Schools, Sheboygan Falls, Wis.

cause detailed plans and specifications had been drawn for a high school addition and a resolution to authorize the issuance of bonds had been passed at a referendum, August 4, 1941. The addition had never been started because attorneys had found legal flaws in the bond resolution.

High Building Costs Cause Trouble

Following its decision, a special district meeting was called by the board of education to propose plans for constructing the new elementary school. At this meeting, which had evoked much newspaper publicity, the qualified voters of the district authorized the board to borrow the money needed for the construction of the new building, to let contracts, and to take steps for equipping the departments of home economics and industrial arts in the high school.

In midsummer of 1948, bids were advertised for a second time, and after a good deal of negotiation, contracts were let. In August, construction was begun.

The general contract was let with a number of omissions, made necessary because sufficient money was not available to complete all of the planned structure. However, the "minimum essentials" were included in the contract and omissions were so arranged that the structure could be completed whenever funds would be available.

The "minimum essentials" were interpreted to mean an elementary school with a kindergarten, 16 classrooms, a visual-aids room, and such auxiliary spaces as storage rooms, custodians' supply rooms, an office, and faculty rooms. The following details were to be omitted: (1) asphalt-tile floors; (2) the interior finish of four classrooms; (3) display cases in all classrooms; (4) lockers.

The need for additional funds was keenly felt because many citizens feared that the sums to be spent would be merely tied up without immediate educational services to the children.

The Community Goes Into Action

At this time the community went into action. A number of interested women called a meeting in the home of a member of the board, Mrs. Helen Richardson, to discuss ways and means of raising additional funds on a voluntary basis. Most of the women had



The kindergarten room is finished with acoustic tile ceiling, plastered walls, built-in cabinets and cupboards, and oak floor polished.

children in school and were not satisfied that the building should be accepted in incomplete form. They decided to form a temporary organization known as "Volunteers for Better Schools." Following the first meeting, additional women were brought into the group and ways and means were adopted for raising money.

During the year which followed, 11 money-raising schemes were actually put into effect by this women's group and by public spirited citizens: (1) resale bazaar shop; (2) card parties; (3) bake sales; (4) brush parties; (5) cash solicitation of business and industry; (6) a Christmas formal party; (7) Sarah Spratt kindergarten fund; (8) \$500 memorial fund; (9) garden seed sale; (10) community home talent play; (11) Advancement Association Motion Picture.

The women volunteers cleaned up and decor-

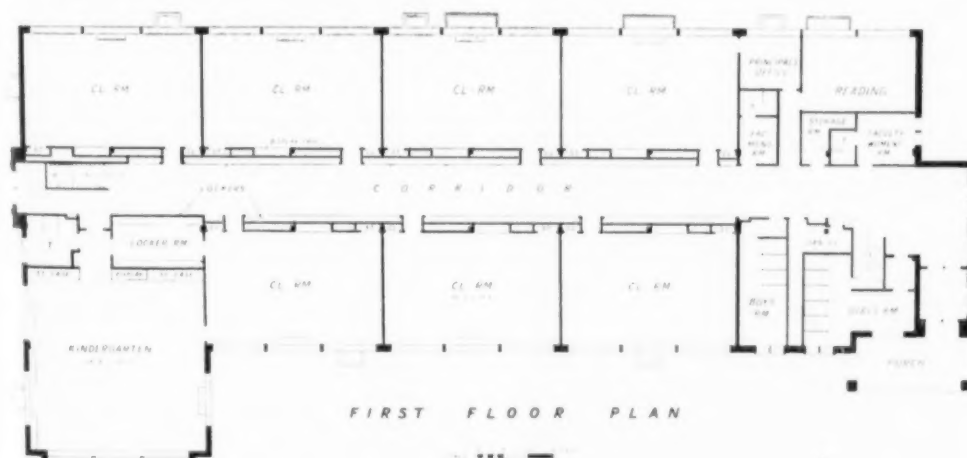
ated several rooms in the basement of the city public library and established a Resale Shop to deal in reconditioned and cleaned clothing, handicraft articles accepted for sale on assignment, small knickknacks, etc. The women established a rotating schedule of volunteer service and kept the shop open six afternoons and two evenings each week. Once a month a bake sale of home baked pies, cakes, etc., was conducted. The Resale Shop aroused a great deal of interest and produced very satisfactory returns.

Throughout the school year, "silver" tea parties were held in a number of homes. At several of these, speakers were secured to address the women assembled on subjects relating to interior decoration, chinaware, etc. Motion pictures of the 16mm. size were shown at a number of homes and "silver" contributions were accepted. Of course the inevitable card parties, "brush" parties, and other income-producing activities were held in the homes of interested families.

Local business and industry contributed generous portions of the funds raised. A number of individuals and corporations became interested in the proposal that for every \$500 donation made to the school, a room in the new building would be named in honor of the contributor.

Former pupils of Miss Sarah Spratt, who had given forty years of her life to the community as kindergarten teacher, raised a fund in honor of their old friend and teacher. The new kindergarten in the building is known as the Sarah Spratt Kindergarten and is completely equipped with furniture, etc., provided by the group.

At Christmastime, a formal dance and later a talent play, and two rummage sales, proved to be profitable money-raising activities. Children from the two upper grades raised a small sum by selling garden seeds.



Floor Plan of the new Elementary School Building, Sheboygan Falls, Wisconsin. — Edgar A. Stubenrauch, Architect, Sheboygan, Wisconsin.



Upper left: music room in remodeled high school. Upper right: shops made possible in high school by removal of grades to new building. Lower left: home economics laboratory in high school. Lower right: typical stairway in new elementary school.

Real Service of Volunteers

The Volunteers for Better Schools did much more than raise a sum of money in our community. They stirred up wide consciousness of the people in our educational needs and developed a strong public sentiment for educational improvement. Literally hundreds of citizens took an active part in one or more of the activities and developed justifiable pride in the part they had played to make the new school a reality.

The ladies' group successfully challenged the members of the local Advancement Association to raise funds for the purchase of machinery in the industrial-arts department. They further asked this group to provide funds for improving the artificial lighting in the drafting room of the department.

Before the building was dedicated on October 23, 1949, all of the funds had been raised to complete the four unfinished classrooms, to lay the asphalt floors, to install display cabinets in the classrooms, and to purchase 492 needed lockers.

Volunteer crews of men were organized to

install the lockers and to place 1001 bleacher seats needed for seating facilities of the newly improved athletic field.

An interesting job was done by a volunteer committee of women who advised the board of education on the color scheme finally accepted for painting the classrooms and corridors of the school.

Many people wondered what would become of the volunteers' organization after the new school had been formally dedicated. Would they disband, and would the interest in the education of children fade? Up to the present writing, the volunteers are continuing their active work and are now engaged in setting up machinery for a good hot lunch program for the grade school children.

Features of New Building

The general arrangement of the new building can be studied in the accompanying plans and photographs. The exterior design is of the simplest functional type and depends for its effect on good proportions, good workmanship, and attractive high grade materials.

The total cost of the elementary school,

exclusive of the furnishings, was \$320,385. The average cost per classroom, including the 16 classrooms, the kindergarten, and the visual-aids room, was slightly less than \$18,000. The classrooms measure 22 by 35 ft., and the kindergarten measures 45 by 35 ft. The ceilings are 12 ft. high.

All interior walls are of cinder-block construction, painted with water-emulsion paint in pastel colors. Yellow, light green, and peach colors were used, and tests show that the light-reflection ratio of approximately 70 per cent has been maintained. Acoustic board, white in color, covers the ceilings. The floors consist of light-colored asphalt tile. Green chalkboard and light-colored tackboard are used to maintain a low brightness contrast ratio within a range of 5 to 1.

Natural illumination in the classrooms is provided by light-directional glass blocks, with clear-glass vision strip below. Even distribution of light is improved by the light walls and floors and by the fact that the furniture is of a blond natural finish type—all of which hold down the brightness contrasts to a minimum. Artificial illumination for dark

days is provided by indirect, incandescent light fixtures, planned to maintain a level of 35 foot-candles at the desk top levels.

The classrooms are heated and ventilated by unit ventilators, and the exhaust air is drawn out through the lockers and the space above in the corridors.

Each classroom is provided with adequate storage and shelf space in closets located at the front and back ends of the rooms. A display cabinet and additional cupboards and drawers are provided in the corridor walls. Approximately equal areas of corkboards and chalkboard are provided to permit of displays of visual materials.

The playground for the grade pupils has been improved by laying an asphalt pavement north of the new structure. This all-weather surface is situated so that the play activities do not disturb the classes in session during the staggered recess periods.

Home Economics Activities

Until the new building was completed, home-economics classes had not been available in spite of the repeated demands of the community and of the educational staff. The classroom space occupied by the seventh and eighth grades in the high school building was

rearranged into rooms for instruction in foods and cookery and sewing and clothing construction. The area of 76 by 22 ft. was quite adequate for this purpose. In the cookery area, five unit kitchens have been provided, each with cupboard, a formica covered counter, a sink of the double-wall type, and an electric or gas stove. The floor is gray, greaseproof asphalt tile. The sewing area is provided with four cutting tables, six sewing machines, and a living-room practice area. An end wall contains cabinets for storing individual boxes of sewing projects in the making, bookshelves, a fitting case with full length mirror, a teacher's closet, and a general utility storage compartment.

The New Shops

The industrial-arts department was set up in first floor rooms vacated in the old elementary building. Partitions were removed, making a space 18 ft. wide by 82 ft. long. At one end of this area a double-wall partition was constructed to accommodate eight drafting desks in a well-lighted room, 18 by 20 ft. The remaining area was laid out with machines and workbenches, and a class demonstration area at the farther end. The department accommodates classes of 24 boys each and is or-

ganized on a rotating unit plan of 30 units of 8 boys each. In adjoining space a finishing room has been laid out and lumber storage has been provided.

Excellent use has also been made of other vacated space in the old elementary school building. On the second floor above the industrial-arts department, classroom partitions have been covered with acoustical board, making a series of ideal music rehearsal rooms. The walls and ceilings of these rooms have been so treated that the sound is well absorbed, making the work of students and instructors thoroughly enjoyable without, however, causing sound-deadness.

The community of Sheboygan Falls is thoroughly satisfied with its new school building project and with the improvement in the educational services made possible by the new elementary school building, and the remodeling of the high school and of the old elementary building. More important than the immediate results attained is the knowledge that the community is thoroughly aroused to the possibilities of an adequate school plant and of an improved educational program. This new feeling is already showing itself in plans which are under way for more extensive health education and for a broad recreational program.

For Better Light and Air —

Parabolic Classrooms in Abington Township, Pennsylvania

*Henry F. Daum, Ed.D.**

The Board of School Directors of Abington Township, Montgomery County, Pa., has accepted the principle that classroom lighting is important enough to warrant special consideration in school building design.

In the course of selecting an architect for the proposed million-dollar building program, the major portion which was to include additions to five elementary schools in the Township, the school board interviewed several well-known architects, each of whom was asked to give his ideas as to modern school-room design. The final selection was strongly influenced by the fact that one of the architects had proposed a radically new classroom shape which seemed to offer great possibilities for improving natural lighting within the classroom, at the same time meeting all the requirements as to floor space and facilities which the board had in mind.

Lewis P. MacKenzie, A.I.A.,¹ who was selected as the architect, proposed to design schoolrooms the outer walls of which were parabolic in shape. Theoretically, the parabolic shape seemed to offer a better light distribution than would be the case with semicircular, rectangular, or square-shaped rooms. Site areas were sufficiently large to permit the construction of one-story units of this design as



Classroom in Overlook Hills Elementary School showing typical arrangement of desks.

*Secretary of the Board of School Directors, Abington, Pa.

¹Deceased February 2, 1950.

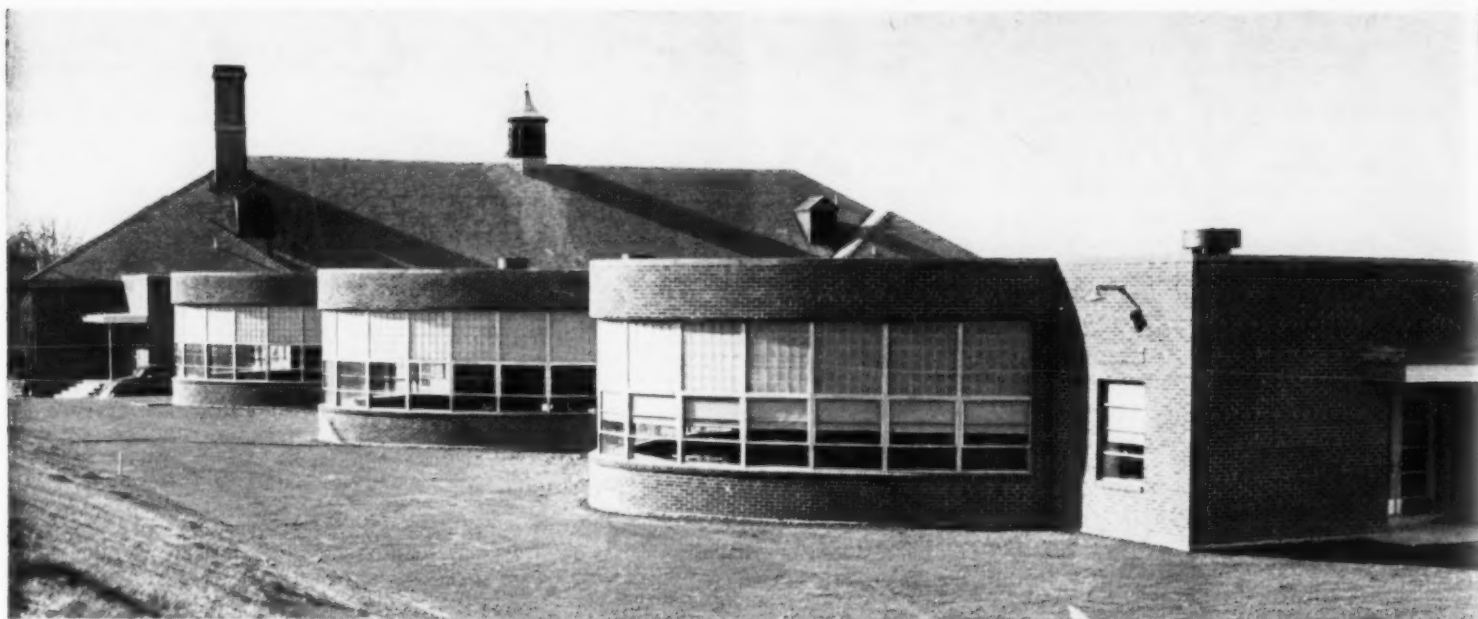


Fig. 2. Exterior, six-room addition to Overlook Hills Elementary School, looking toward original building.

additions to two of the elementary schools, the Overlook Hills and Roslyn schools.

Given the parabolic shape, there were numerous features of interior design which remained to be fitted into the new scheme to the satisfaction of the teachers and principals. Largely through the untiring efforts of the architect, all demands for corkboard area, cabinet space, locker space, work space, etc., were met to the satisfaction of all concerned, and plans were drawn for a six-room addition to the Overlook Hills Elementary school, and a four-room addition to the Roslyn School.

Figure 1 shows the floor plan of the six-room addition to the Overlook Hills Elementary school. Figure 2 shows an exterior view of the new unit. Figure 3 shows an interior view of one classroom, typical of the others except for the furniture arrangement.

Contracts for the Overlook Hills school were let in February, 1949, and the building was occupied in December, 1949. The total contract price was \$157,959, which amounts to 76.8 cents per cubic foot.

Structural Features

Although the building is unconventional in

design, no difficulty was experienced in obtaining all structural materials necessary. Stone foundations enclose a three-foot crawl space which extends under the entire building. Outer walls are constructed of conventional brick and steel above the foundation. At the outset, it was felt by some that the parabolic shape would require curved brick. Such is not the case.

Sufficient structural strength was incorporated to permit the subsequent construction of a second story, although this is not contemplated at this time.

Open-truss-bar joists were used in the floor and roof construction, and roof slabs are of poured concrete over high-rib metal lath. All interior floors are finished in asphalt tile. Acoustical ceilings are hung 2 ft. below the bar joists, and are 9 ft. in height.

Classroom Details

Classrooms are laid out on both sides of the central east-west corridor. Site limitations prevented a more desirable placement of the building, but available evidence so far indicates excellent natural lighting with the present orientation.

Classrooms are self-contained units, each with its own toilets, cloak storage area, and activity space. All woodwork consists of white oak rubber with white lead, with cabinets around the outer parabola and in the activity area and cloak area. Corkboard area in each room is approximately 170 sq. ft., and chalkboard area 30 sq. ft.

The floor area of the classroom proper is 833 sq. ft. In addition, the area of the activity space is 170 sq. ft., and the combined area of toilets and cloak room is 156 sq. ft., making a total area of 1159 sq. ft. for the unit.

Lighting of the Rooms

In the brief period since the building was placed in use, the design has proved itself with respect to provision of adequate lighting on all work surfaces within the rooms. The entire outer wall above the 30-in. sill in each classroom is used for window space. The lower half is clear glass in aluminum sash; the upper portion is directional glass block. The clear glass area in each classroom is 182 sq. ft., and the area of glass block is 208 sq. ft., which together total 46.8 per cent of the floor area.

In addition, each classroom proper is

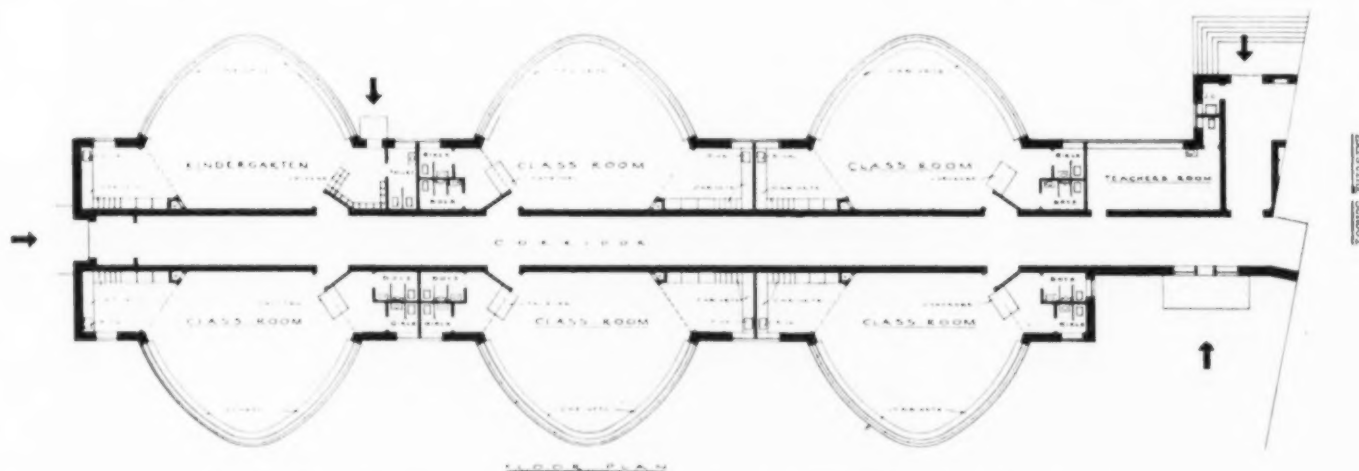


Fig. 1. Floor Plan of the six-room addition to Overlook Hills Elementary School, Abington Township, Pennsylvania.—Lewis P. MacKenzie, Architect (deceased), Philadelphia, Pennsylvania.

equipped with nine indirect incandescent fixtures of the concentric circle type, arranged in three rows across the parabola. The row nearest the inner wall calls for 500-watt silvered bulbs, the center row calls for 300-watt bulbs, and the outer row 200-watt bulbs. Similar fixtures are used in activity spaces, toilets, cloak rooms, and in the central corridor.

Foot-candle readings taken with the Weston Model 614 meter at 1:00 p.m. on partly cloudy days in early November show minimum readings of 60 foot-candles on work spaces in classrooms with southern exposure, and minimum readings of 25 f.c. in classrooms with northern exposure, both without the lights. On sunny days the respective minimums were 80 and 32 f.c. On heavily overcast foggy days, the inner two rows of lights produce a uniform minimum of 32 f.c. on work surfaces in the rooms. The outer row of lights is not needed except at night.

An exceptionally fine feature of the lighting, resulting from the parabolic design coupled with the use of directional glass block, is the absence of glare and of sharp shadow lines. On the brightest days at noon in mid-December, direct sunlight affects only three or four pupil stations in classrooms with southern exposure, and none in classrooms on the north. Window shades readily control direct sunlight without noticeably affecting the general illumination within the classroom. There is no objectionable glare on the inner surface of the glass block.

Painting and floor color design were carefully supervised to reduce brightness contrast to the practical minimum, and to retain high reflective value. All corkboard was lightly stained with white paint and rubbed to a finish which closely matches that of the woodwork. The result by popular acclaim of pupils and teachers alike is comfortable seeing at all times for all tasks.

Heating and Ventilating

The contract price included installation of a new low pressure steam boiler and oil burner in the old building. Each room is heated by one unit ventilator placed at the central point of the outer wall and two convectors spaced equally on the outer wall. Corridors and work spaces are supplied with built-in radiation, and ventilation is through ducts to the ceiling space and thence outside by fixed ventilators. All ducts are equipped with automatic dampers.

The Teachers' Viewpoint

Teachers, pupils, and parents have all acclaimed the new classroom as the finest they could imagine, and there seems no doubt that this new type of classroom offers tremendous advantages in the direction of superior natural lighting. In addition, the new classrooms offer all the facilities that we have come to expect of the modern classroom for the modern curriculum, including ample corkboard area, adjoining activity space with sinks and cabinets, ample storage space for books and materials both for pupils and teachers, and simplified clothing locker facilities.

Any fear that the unique shape of the classroom might not be accepted by teachers has been dispelled. Teachers are delighted that they now have ample space for library nooks, reading circles, games, and other activities not possible in the traditionally smaller class-



Fig. 3. Interior of classroom looking toward activity space.

rooms; and, because of the parabolic shape of the rooms, a wide variety of seating arrangements is possible. Observation since the building has been in use indicates a good deal of experimentation along those lines by teachers who seem satisfied with almost any arrangement they have tried.

It is of interest to note that, because of numerous deviations from the established code and practice, special permission had to be requested from the Pennsylvania State Council of Education to approve the plans for the new additions. Permission was granted for the construction of these units on an "experimental" basis and now that the rooms are in use, the board feels confident that the experiment is a success. An extension of this type of co-operative pioneering by state bodies and local boards can do much to advance progress in school building design.

BALTIMORE REPORTS AMBITIOUS BUILDING PROGRAM

The board of education of Baltimore, Md., is in the midst of an ambitious program of school building to provide additional school facilities, to improve existing school buildings and grounds, and to provide future sites for new buildings. In the *Superintendent's Newsletter* of April 14, the board describes the progress of its school projects during the period from July, 1946, to April, 1950. The report includes essential facts on new locations and building sites, future school sites located on the master plan, the status of architects' work on 19 projects, additional accommodations provided, new cafeterias, major work on buildings and grounds, and demountable buildings.

The educational planning was carried out by Supt. William H. Lemmel and the school staff, including John L. Lewis, assistant superintendent, and William E. Lehr, director of school facilities. At least 37 steps must be completed before a building can be erected, according to Mr. Lewis. The selection of the site requires 19 steps; seven

steps are involved in the selection of the architect, and for the final work 5 more steps are needed before the construction can be started.

During the period from 1946 to 1950, a total of 166 classrooms were added to the school system, which included a complete elementary school, former buildings reopened or activated, additional classrooms for elementary buildings and secondary schools, and additional portables. In September, 1950, a total of 62 classrooms were added, including five elementary schools, a vocational school, and an addition to the Washington Junior High School.

A considerable amount of rehabilitation work on buildings and grounds was completed during the period from 1946 to 1950, including painting, new lighting, plumbing, heating, paving, new flooring, roofing, and new play areas. A total of 22 cafeterias were opened, and new equipment and improvements were added to older cafeterias between July, 1946, and March, 1950.

A number of demountable buildings were erected in certain sections where they are needed to meet sudden demands caused by shifting populations. These buildings are spacious, well lighted, heated, and ventilated, and contain excellent classrooms, workrooms, and sight-saving environment, as well as new-type chalkboards.

NEW YORK CHECKS NEW SCHOOLS

The experts in charge of school construction in New York City have decided to check up on themselves and have summoned teachers and principals in the field to help them.

Associate Supt. George F. Pigott, Jr., head of the city schools division of housing, has appointed a committee of four principals and four teachers to tell what's wrong with newly constructed school buildings. On the committee are school personnel who have served in new schools opened a year ago.

These people are on the firing line, and know from practical experience whether the plans and specifications devised actually work out, said Mr. Pigott. Principals and teachers will be asked to tell what is good and what is bad about the new school buildings, and what can be done to better them.

The American **School Board Journal**

William C. Bruce, *Editor*

CITY SCHOOL FINANCES

THE fiscal authority of school boards is the subject matter of an informative bulletin of the NEA Research Division. While the findings as printed, include no comparative tabulations, a quick check with such early studies as those by Frasier and Yakel, shows that there has been steady progress in freeing the schools from the domination of the municipal governments. The present troublesome dilemma of the New York City school board, caused by the refusal of the board in control of the budget to allow funds for a substantial increase in teachers' salaries, and the frequent eruptions in New England cities, indicate that the problem of municipal control is still a serious one.

In his foreword, NEA Secretary W. E. Givens points out very correctly that in the near future school expenditures must be increased considerably, not only to care for the vast jump in school attendance due to the war and postwar crops of babies, but also to higher costs for salaries, buildings, and all services.

From the standpoint of correct theory in local government, the independence of the schools from the municipality is difficult to defend. It is, however, a strange fact that when the school boards are independent in budget making and tax levying, they become extremely cautious and very rarely spend more money than do the schools where a common council or a budget authority has control over the budget.

The NEA bulletin argues for complete freedom of the schools and complete independence in the levying and collecting of taxes, in the banking and paying out of moneys, and in the legal procedures of issuing and paying for bonds. It is hard to accept this point of view completely, or to believe that school boards are not amply independent when they can fix their own budgets, determine the amount of bonds to be issued, and levy sufficient taxes for the use of the schools. For economy, the ministerial acts of levying taxes, keeping funds, selling bonds, etc., can be entrusted to city departments.

At present, 34 per cent of all city school systems are completely independent and 22 per cent are independent, at least in

taxation and budgeting. The serious trouble and the constant threat to education is among the remaining 44 per cent of the cities in which the school boards are dependent and subject to control. It is significant that where the local boards are elected, there is the least control by the municipalities; however, where the boards are appointed, 87 per cent of the school boards are fully dependent on the municipality and only 13 per cent are partially or wholly independent.

The movement for greater fiscal independence of school boards deserves to be pushed in every community where the laws are not clear cut and effective. The fact that the school board is the agent of the state, and the even more important fact that the future welfare of the community is bound up in the nonpolitical administration of the schools, are good starting points for effective endeavor.

INTERSCHOOL COMPETITION

SHALL elementary schools allow or encourage interschool competitive athletics or games? A committee of the American Association for Health and Physical Education has found that 59 per cent of a selected group of cities forbid interschool competition, while 41 per cent permit it.

The overwhelming opinion of leaders in elementary education and of specialists in physical education are opposed to interschool contests as harmful to the health and growth of small children, as causing strains to the nervous system, as upsetting emotional balance. Rather curiously, the advocates of competition practically repeat the arguments given for senior high school athletics and claim that children benefit from the development of better social attitudes, skills, more rapid growth, etc.

It seems to be futile to allow small children to engage in physical contests beyond their own classes and small groups which can be closely supervised by a teacher who knows each child. Even intra-school contests destroy the true elements of play and the joy of free, relaxed activity which are so necessary in all physical activities, games, and even formal health exercises. The universal values of health education can be achieved only when every child participates freely and heartily to the extent of his or her ability.

It is not unreasonable to expect the elementary school to provide satisfactions and to develop attitudes in physical activities that will carry over into the high school, the college, and even into adult life, so that healthful sports and play will replace much of the sterile spectatoritis which now afflicts America.

UNDERMINING CONFIDENCE

THE riots of students from the New York City high schools protesting the failure of the city to vote funds for average increases of \$650 in the salaries of teachers are seriously harmful to the public schools of the largest city. They undermine the confidence in the New York teachers of serious people who look to the schools for the formation of young people as law abiding, orderly citizens. It is no excuse to say that the parents were responsible for the acts of their children. The teachers should have taken prompt steps to remove from the bulletin boards of the schools the inflammatory notes that aroused the children to action. They should have made known their determination to punish every student guilty of deserting his classes.

The vast number of New York teachers are serious, professionally minded people. They have had no part in stirring up the disgraceful antics of the boys and girls, but we think they had a professional responsibility which they did not fulfill when they did not take drastic action also against the minute minority of their associates who were willing to have the children make a spectacle of the entire school system.

Much of the responsibility for what has happened must be laid before the door of Mayor O'Dwyer and the Board of Estimates who overlooked the needs of the school system and subordinated them to other politically powerful city department needs. Until the New York City board of education has a measure of taxing independence, the recurrence of fiscal crises similar to that caused by the high school teachers' wage fight of 1950 may be expected with considerable certainty.

WHO WILL PAY?

AS A means of plugging loopholes in the federal tax structure, it has been proposed to Congress that the returns from municipal bonds, which include school bonds, be taxed just as are the returns from corporation bonds and other interest-bearing securities. The view is held that banks, corporations, and individual owners of municipals enjoy a special privilege under the law and escape a just share of taxes.

We think the proponents for taxing income on municipals overlook an important fact. The present low rates on municipal and school bonds are largely, if not principally, due to the absence of the tax. The individual or corporation who owns a municipal which returns $1\frac{1}{2}$ to $2\frac{1}{2}$ per cent is receiving the equivalent of an interest rate of $3\frac{1}{2}$ to $4\frac{1}{2}$ or even 5 per cent

which might be obtained from taxable public service or other bonds.

If municipals are taxed like corporation or other privately issued bonds, the market will inevitably react and the era of cheap money so far as cities and school districts are concerned will shortly be over. We shall witness a return to the early decades of this country when municipalities and school boards paid 4, 4½, or even 5 per cent on their bonds. In the end the taxes which the Federal Government will collect will be paid by the bond-issuing cities and school districts and their taxpayers.

The entire proposal of taxing municipals does not appeal to us as a means of closing a tax leak. It is a means of concealing an increase in federal taxes; it will correspondingly weaken the taxing and borrowing power of municipal and school governments.

BUILDING MORE THAN BOATS

THE Superintendent's Bulletin of the Seattle, Wash., schools includes in the current issue a notice:

Boats for Sale

Four boats built by classes at Edison Technical School will be sold by sealed bid in the next few days. Boats can be seen at the foot of Stone Way on Lake Union. Minimum bids are—two 26' sloops, \$1,700 each; two 21' runabouts, mahogany hull and cabin, 140-H.P. engine, \$2,300 each.

What better evidence than this simple advertisement could be given of the efficiency of a vocational course in a technical high school? How better could a group of students who are preparing for an important local industry, be made to realize the economic and social importance of their school shopwork than the knowledge that they have made a salable product of considerable value?

END OF EDUCATION

"In substance, the goal of education is an educated person, one who is aware of his duties to God and his kinship with his fellow men, who has an appetite for learning, who can speak, read, and write the mother tongue clearly and with confidence, solve his own problems of counting and calculating, protect his own health and that of the community, possess mental resources for the wise use of leisure, appreciate the beauty which surrounds him, and develop in himself strong qualities of initiative, responsibility, and self-direction." —James L. Hanley, Superintendent of Providence, R. I., public schools.

A NATIONAL BOARD OF EDUCATION

A National Board of Education is an essential "must" in our federal structure. It is in the American tradition—it has kept education close to the people—the lay board has safeguarded education at other levels of government—it will help safeguard education at the federal level. —Prof. Hollis P. Allen.

"All Aboard" —

N.S.B.A. Executive Secretary Reviews First Year in Office and Looks Ahead

Edward M. Tuttle

Just a year ago the first article from the National School Boards Association appeared in the columns of this JOURNAL. With the exception of last July, there has been a message in every issue since. By this time readers should have become accustomed to look for it under its symbol of identification—"All Aboard."

As a next step in making these articles most helpful, the N.S.B.A. executive secretary who prepares them invites correspondence from readers concerning any phase of school board activity that has significance and application which might be promoted through the state and national associations. Let us pool our interests and experiences to the end that others may profit by what some have successfully accomplished. Address your letters to Edward M. Tuttle, Executive Secretary, National School Boards Association, 450 East Ohio St., Chicago 11, Ill.

The past 12 months have witnessed great advances by school boards associations. The national secretary has visited 26 states (in 17 of them on the occasion of the annual meeting) and in state after state has seen action taken to raise standards, increase memberships and budgets, provide for paid secretaries, develop more effective publications, and insure greater service to local boards. Inquiries have reached the national office from all but one of the eight unorganized states asking about creating a State School Boards Association. It seems likely that before another year is out, all 48 states may be active in the movement.

It will be remembered that the N.S.B.A. is a federation of the state associations, serving their expanding interests, and at the same time representing the school boards of the nation in conferences and councils on public education. In a recent report to the states, the executive secretary described the co-operative working relationships which have been established during the past year with a score of national agencies and organizations, including the National Council of Chief State School Officers, the National Citizens Commission for the Public Schools, and the National Education Association with its affiliates, the American Association of School Administrators, the Association for Supervision and Curriculum Development, and the Department of Rural Education with its Division of County and Rural Area Superintendents. Others include the U. S. Office of Education, the Citizens Federal Committee on Education, the National Conference of Professors of School Administration, the Council of State Governments, the Advisory Council on Participation of National Organizations in the Midcentury White House Conference on Children and Youth, the National Conference of School Study Councils, the National School Service Institute, the American Textbook Publishers

Institute, and the National Conference on Citizenship. Direct relations have been established with the Schools of Education in many of the leading universities where school administrators are prepared and where, in increasing number, School Study Councils are being formed in co-operation with local boards of education to study public school problems in the area. At least two of these Councils have conducted special institutes for school board members in recent months. This is a significant development and one that is likely to spread rapidly. Seventeen such School Study Councils are now identified, mostly in the East, and a first conference of these councils was held at Syracuse University, on May 10-11, 1950.

Within two months after its adoption by the national convention in Atlantic City, in February, 1950, of an adequate and equitable schedule of financial support, 21 states had affiliated with the N.S.B.A. by paying memberships for the first six months of 1950. In other states action was pending meetings of executive committees or boards of directors. On July 1, a new full-scale fiscal year will begin, with each state association working toward its goal in support of the national, as explained in the article in the April issue of the JOURNAL.

Boards Can Promote Professional Growth of School Staff During Summer

Boards of education do well to study opportunities for investment in the summer months. Even though most schools are not in session from mid-June to early September, this period of 10 to 12 weeks offers many ways in which foundations may be laid for improved service by the schools to the community.

Basically, of course, we are approaching the time when school personnel will all be employed on a 12-month basis, and will be paid accordingly. In communities where this plan is in operation, its advantages are readily manifest. Teachers feel that they have a full-time job working for such a community, instead of nine months of employment and three months of unemployment. They are all given at least one month's vacation without any strings attached. The other six weeks or two months are devoted in some manner to their profession, alternating direct service to the community in summer educational and recreational programs offered through the schools, with personal study and travel which broaden and enrich their background in preparation for better work in their classrooms the coming year.

In communities where school personnel is not actually employed during the summer (even though their school-year salaries may be paid in 12 installments), boards of education are well advised which encourage, by subsidies and otherwise, the self-improvement

of premanent and deserving members of the school staff, including the administrator himself. The investment of just a few hundred dollars of the district money in ways that will stimulate this vacation-time development will pay big dividends during the ensuing school year.

One of the most interesting and novel ideas that is being adopted by an increasing number of school boards is to subsidize a "team" of people to represent the school community at a summer workshop of some kind.

Arizona, Colorado, Missouri, and Wisconsin Step Ahead

Meeting in annual convention in Phoenix on April 15, members of the *Arizona State-Wide School Board Association* faced several problems squarely and decided that most of them could be solved by some concentrated effort. Their dues schedule of two cents per pupil in A.D.A. provides an adequate potential budget without an undue burden on any district. The Attorney General has given a favorable ruling on the use of public money by local boards in support of the state association. But two or three county superintendents have been advised to the opposite effect by district attorneys and still refuse to sign warrants drawn by local boards in their counties who want to be state association members. This is one handicap to be overcome. Another is the need for closer co-operation with the Arizona Education Association. Relations with the State Department are cordial. Dr. Taylor T. Hicks, the former secretary, was elected president of the A.S.S.B.A., succeeding Dr. C. W. Sechrist. The new secretary is John H. Anner, 1217 West Jefferson St., Phoenix, Ariz.

The *Colorado Association of School Boards* held a two-day meeting in Denver on April 13-14. Some 125 members and guests were in attendance. A banquet was held on the evening of the 13th with the national executive secretary as speaker. At the business session on the 14th, the schedule of dues was increased nearly 100 per cent in the hope that by the end of 1950 a paid executive secretary could be employed to carry on the work of the association. Irvin Molholm, of Lakewood, was elected president to succeed Robert Gustafson of Grand Junction who had served two years. Dr. Calvin Grieder, of the University of Colorado at Boulder, will continue to serve as secretary-treasurer, as he has since the organization of the Association in 1940, until the new arrangement can be worked out.

In the House of Representatives Chamber of the Capitol in Jefferson City, the *Missouri Association of School Boards* held its first meeting in two years on April 26. No meeting was held in 1949 because of the convention of the National Association in St. Louis in February of that year. For four years, Mrs. Irma H. Friede of the St. Louis Board of Education has acted as president of the M.A.S.B., working to build up the membership and a cash reserve of several thousand dollars. In her report to the meeting, Mrs. Friede urged (1) that a new president be elected, (2) that the schedule of dues be materially increased, and (3) that as soon as possible a paid executive secretary be employed to devote time to securing additional members and to rendering more direct service to local boards. The first two suggestions were carried

ENDS versus MEANS

"You will never get me to support a measure which I believe to be wrong although by doing so I may accomplish that which I believe to be right." — Abraham Lincoln.

Many of those who saw the motion picture "All the King's Men," came away perplexed. Is it ever necessary to use devious, wicked, and ruthless methods to accomplish purposes which promise much of good to multitudes of trusting citizens? Can ends, no matter how fine, justify means that in themselves are evil? Abraham Lincoln would have answered "No" to both of these questions. To him there could be no compromise with conscience at any point along the path of progress. For he saw clearly that every act reflects the essential character of a leader, and that no man in public life deserves respect or actually serves the common good who, in the process, tramples on the inalienable rights of any citizen. — E. M. T.

out on the spot. Lawrence B. Murdock, of Webster Groves, was elected president for the coming year. A new schedule of dues, based on assessed valuation, and nearly double the old schedule, was unanimously adopted with the expressed feeling that all present member boards would accept the increased rates without question, and that other boards would be attracted by the promise of greater value in state association membership. Particularly harmonious relations exist in Missouri among the educational organizations, and the State Department of Education for some time has loaned one of its assistants, Mrs. Hazel Williams, to act as the secretary-treasurer of the School Board Association.

The annual meeting of the *Wisconsin Association of School Boards*, held in Milwaukee, April 13-14, was interestingly and adequately reported in the news columns of this JOURNAL last month. Only one point of special interest to other associations need be added, the fact that Wisconsin also adopted a new and increased schedule of dues. Seven classifications, based on total population, were maintained, but rates were scaled between a minimum of \$8 and a maximum of \$100, replacing the old schedule which ranged between \$5 and \$40. It is anticipated that the increased budget will enable the Association to employ a full-time executive secretary and render greater service to its membership.

Oregon's New Journal

In spite of the fact that it recently was handed a second ruling by the Attorney General reaffirming his original opinion that public funds could not be used for school board association dues and expenses, the Oregon School Boards Association is endeavoring to increase its service to local boards and is making plans to secure an enabling law at the next session of the Legislature.

In April, the first issue of the *Oregon Directors Journal* appeared as an attractive six-page paper, set in type, and perforated

for keeping in a ring binder. It is planned to bring out the *Journal* bimonthly. The editor, Victor W. Doherty, is acting on a part-time basis as executive secretary for the O.S.B.A. and at the same time is an assistant to the Director of the Survey of Public Education in Oregon authorized by the last State Legislature. In this dual capacity, Mr. Doherty has an unusual opportunity to keep in close touch with developments in the public schools of Oregon and to make news of them available to the school board members of the state who, under present circumstances, are supporting their association on an individual dues basis. However, the *Journal* is being sent to the chairman and clerk of every school district as well as to each board member who has paid his \$2.50 dues.

The gallant effort of the Oregon Association to keep its chin up and to forge ahead in the face of difficulties that a year ago seemed unsurmountable will be watched by other state associations with sympathetic interest and approval.

A Unique Type of Annual Report

As the season comes round again when the school administrator and the school board face the preparation of an annual report to the community on the operation of its schools, an idea that is different may be welcome.

Last year, the superintendent and board of education in West Hartford, Conn., published their report, entitled *Your Schools*, in the format of a 16-page, tabloid size newspaper. It was done through the co-operation of the *West Hartford News*, and the superintendent, Edmund H. Thorne, wrote that the total over-all expense for 11,000 copies was about \$100 less than for 5000 copies of the 16-page conventional booklet-style report issued the year before.

The front page headline read "Growing School Population Most Pressing Problem for Board," and there was a picture of the board in session under the caption "Where Shall We Put Them? Board Ponders." This will strike a responsive chord among school board members everywhere who face the rising tide of school enrollment that is coming in the next few years.

Other front page articles were entitled "Investigate Pupils Who Quit School" and "Teachers Initiate Extensive Study of Curriculum Problems." Dozens of separate articles, longer or shorter, throughout the report dealt with all phases of school activity—new schoolhouse construction, land purchases, changes in personnel, programs of instruction, enrollment by schools, use of buildings for community services, Parent-Teacher Association's activities and home-school co-operation, problems of medical service and health education, pupil testing and guidance, audio-visual aids, recreation and athletics, art, music, and the special subjects, etc. Many appropriate photographs were used, and a picture map of the community was shown. Special features included the "Superintendent's Report to the Board of Education" set up as an editorial page; the itemized "Financial Statement of the West Hartford Board of Education"; and a complete "Directory of West Hartford Schools for the Year 1949-50," which readers were urged to "save for future reference."

NOTE: Permission is granted to State School Board Associations to reproduce the foregoing article provided acknowledgment be given to the AMERICAN SCHOOL BOARD JOURNAL.

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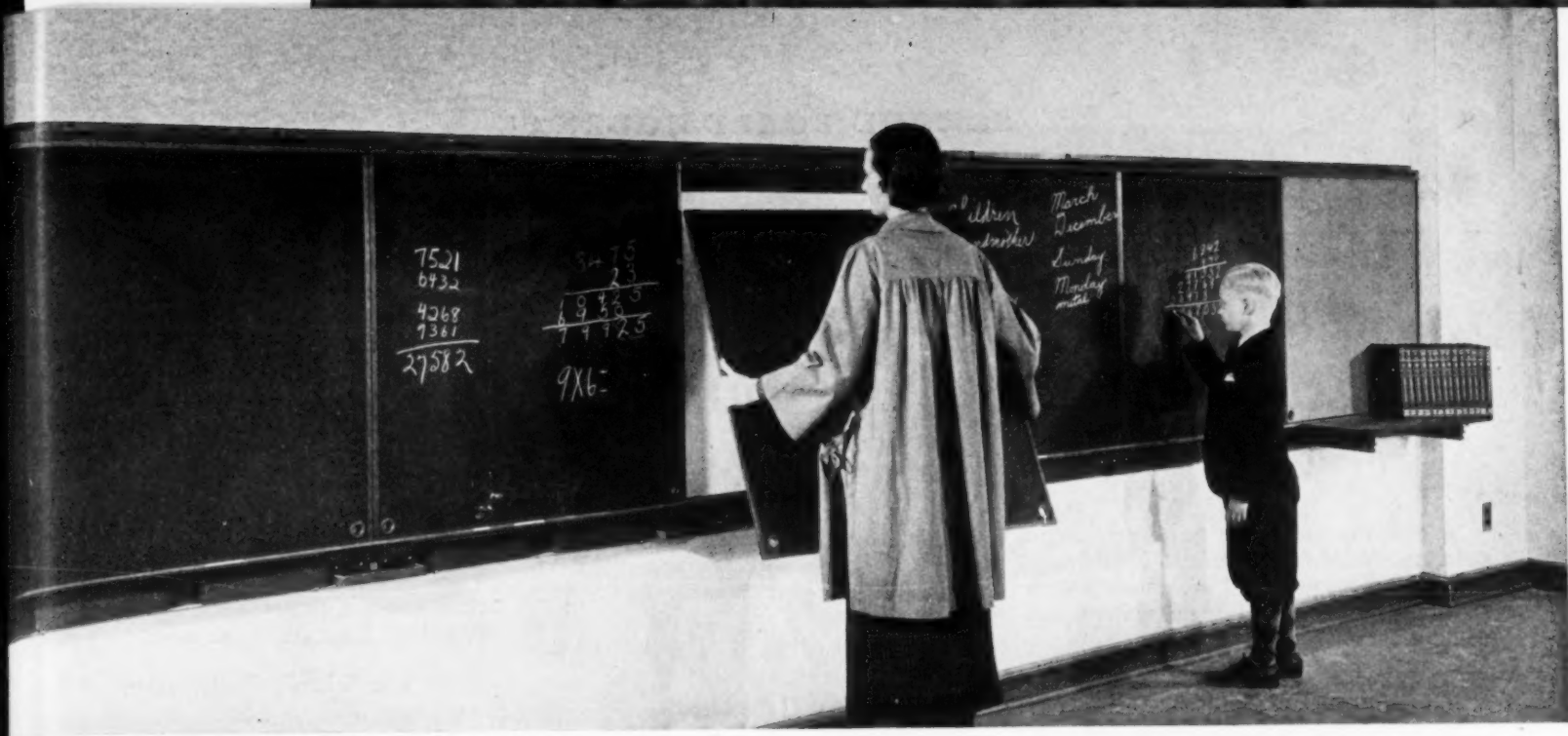
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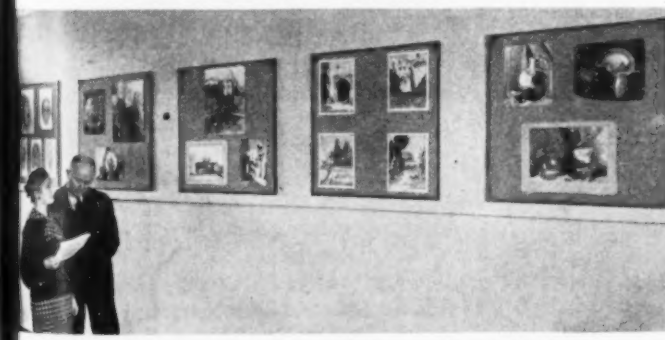


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Word From Washington

Helping Conserve Our Nation's Natural Resources

Elaine Exton

"I give my pledge as an American to save and faithfully to defend from waste the natural resources of my country — its soil and minerals, its forests, waters, and wildlife."

This statement which won top honors in the contest sponsored by *Outdoor Life* magazine is being used increasingly by state conservation commissions, schools, youth groups, sportsmen's organizations, and civic agencies of various kinds to give recognition to the importance of conservation activities.

Dr. Earl J. McGrath, the U. S. Commissioner of Education, hopes "all Americans,

avert the danger of America ever becoming a have-not nation is a continuing national responsibility that should be accepted by every youth and adult as a democratic duty to help keep our nation strong in the days and years ahead.

What Is the Need?

Government statistics show that since the settlement of America erosion has severely damaged about 280 million acres of the crop and grazing land in the United States and that another 775 million acres of crop, grazing, and forest land has eroded to some extent. Of the 460 million acres of good land suitable for crops that is left, all but 95 million are subject to erosion if not protected.

In citing these figures officials of the Soil Conservation Service of the U. S. Department of Agriculture comment: "We still have enough good land left to support us; but we can't keep our present standard of living if we lose much more. Yet, we are allowing about a half million acres to go to ruin through erosion annually," they warn.

"These abused lands that can no longer produce agricultural crops produce poor crops of wildlife," Ira N. Gabrielson, president of the Wildlife Management Institute, cautions, pointing out: "Many now believe that man's industrial and agricultural development of this

country has become a geological force affecting wildlife and wildlife habitat in vast areas as much if not more than natural factors.

"About 100 million acres of land, much of it either breeding, feeding, or wintering habitat for migratory waterfowl, have been drained in the past 100 years and drainage for agricultural purposes is still being promoted extensively; the production of fish and other valuable natural products of many streams has been destroyed or greatly reduced by silt from excessive erosion, domestic sewage, and industrial waste," he reports.

The chief of the United States Forest Service estimates that the average annual drain

on the forests in our nation in the decade 1934-43 was 622 million cubic feet from insects and diseases; 460 million cubic feet from fires. In America every year over 200,000 fires burn and scar about 30 million acres of woodland.

Forest fires annually destroy enough saw-timber trees to supply the building needs of a city of over a quarter of a million people; enough pulp-size trees to produce 3¼ million tons of newsprint — a sufficient amount to supply every newspaper in the country for a 12-month period. They also take their toll of wildlife. Fish are suffocated by stream pollution from silt and debris. Even when birds and animals survive, their nests and lairs are ruined and the grasses, nuts, and berries on which they lived destroyed.

The School's Contribution

"We must develop a program of education to come to grips with the problems that are gnawing away at the capacity of the men, women, and children of America, and elsewhere in the world, to live a good life" in the opinion of Supt. Willard E. Goslin, who during his presidency of the American Association of School Administrators, appointed the Yearbook Commission on Education and the Conservation of Natural Resources which will report in February.

Notwithstanding our excesses in depleting the good earth's capacity to nourish us, Dr. Goslin believes that "the one force that can make a difference would be a program of education that would recognize the relationship of the basic raw materials of a nation — its topsoil, its moisture, its grain, its minerals — to the welfare of its people."

To further such a recognition, he advocates using such areas of learning as reading, writing, and arithmetic as avenues through which "to develop a generation of American youth with a social consciousness necessary to match the demands of our time and with the dedication of purpose that would bring about not only the conservation of America's human resources but of enough of its natural resources so its citizens can have a decent standard of living with which to support our ideals and our institutions."

In addressing a meeting of the Department of Rural Education, NEA, during the 1950 Convention of the American Association of School Administrators, H. H. Bennett, chief of the U. S. Soil Conservation Service, said: "The success or failure of today's great conservation movement will be determined, in a large degree, by how well our schools perform their job of educating the younger generations on this vital matter.

"We still have a long way to go before we can say that all of the boys and girls of the nation are being given all the information they should have for developing needed conservation attitudes and habits," he continued, asserting: "I think that every child, whether living on a farm or in a city, should be given opportunities to learn some of the fundamentals about our natural resources and

(Continued on page 58)



Dr. Earl J. McGrath, U. S. Commissioner of Education, Washington, is an eager advocate of conservation and holds that all schools should contribute to this important national interest.

both in and out of school, will learn to live up to this declaration. Our schools are accepting the challenge," he told me, "but there is still much to be done educationally until young and old alike become just as well acquainted with America's Conservation Pledge as they are with the Pledge of Allegiance to the flag.

"Our country's natural resources have been depleted by the necessities of two World Wars, and by waste reflecting the careless thinking during the days of our frontier era when our natural resources seemed inexhaustible," Dr. McGrath explained. He considers the safeguarding of our remaining natural riches to



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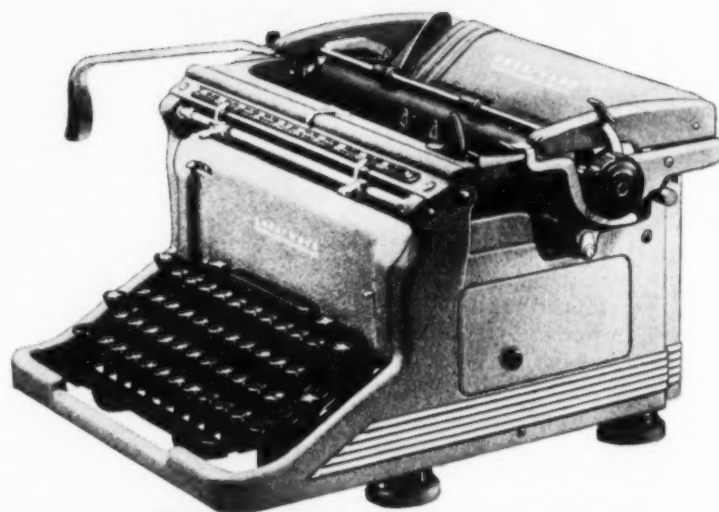
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TIPS ON TEACHING

by George L. Hossfield

Ten Times World's Champion Typist

Teachers and students always are interested in learning about methods of training used by professional typists to raise their records. This is the first of a series of panel discussions.

Occasionally it is helpful and necessary to do some slow, rhythmic typing to develop the very important habit of tapping the keys with continuity. This aids in eliminating costly loss of time. Writing with continuity must not be confused with metronomic rhythm. The latter requires perfect regularity of timing between strokes whereas the former indicates a degree of regular timing with slight variations of tempo. A regularly scheduled period of about ten minutes a day, or every other day, set aside for rhythmic typing will surely pay dividends in acquiring better results. By the same token, occasional speed trial periods are just as essential but this point will be discussed in a future panel.

If you have a specific problem, write to me and I will discuss in a future panel the typing problems that are experienced by a majority of teachers.



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Word From Washington

(Continued from page 56)

the need for their wise use and conservation as rapidly as they are capable of understanding the concepts and facts."

According to Mr. Bennett, the five basic principles of conservation enumerated below should be taught to every child as soon as he is able to comprehend them, and all boys and girls in rural areas should be taught some of the techniques of conservation as rapidly as they are able to grasp and apply them.

1. Most of what we eat comes from productive land. Most of our food, clothing, and many of the other things we need and use are manufactured through the complex forces of sunlight, air, water, and soil synthesized by the plants that grow in the soil. This thin layer of productive soil that covers part of the earth's surface is the main source of our sustenance.

2. Most of our natural resources are not indestructible. They can be wasted or ruined for further practical purposes by imprudent use. In fact, many of these resources have already been seriously depleted or impoverished, especially our productive land.

3. We do not need to waste our land while we use it. We can conserve the land and make it still more productive while using it if we but follow conservation methods instead of exploitative ones.

4. Many farmers are already conservation farmers, and more are taking up the practice of soil and water conservation every day. We have the scientific knowledge necessary to enable all farmers to become conservationists.

5. Our water resources, like land, are being wasted, too, by overuse and failure to check losses by excessive runoff.

Conservation and the Curriculum

Most educational authorities appear to favor integrating instruction on the conservation of soil, water, wildlife, and other natural resources into the curriculums of both urban and rural schools at all grade levels and in all courses where it has an appropriate relationship—especially such subjects as biology, geography, social studies, and science. Some consider it advisable to offer a separate conservation course in high school.

Halene Hatcher, U. S. Office of Education Specialist in Geography and Conservation, stresses that the program of educating for conservation must be flexible enough so it can best fit the needs of the learners, the school, and the community.

While there is general agreement that conservation should be taught on a year-round basis, the closing portion of the school term in June is a suitable time to feature it since the approaching summer vacation represents the peak public use of outdoor areas.

Camping, family recreation, and many other summer activities in which youth engage will bring many students opportunities to observe the importance of our natural resources from the standpoint of supplying timber, protecting watersheds, conserving soil and grasses, providing food and habitation for our wildlife, affording scenic attractions, and so on. Well-chosen school experiences can alert them to these values and acquaint them with methods of preventing the depletion of these resources, for example, exercising care and caution in the woods to help avert forest fires.

Classroom demonstrations can be carried out to illustrate plant growth, water erosion, and other aspects of conservation; trips can be arranged to observe and study various examples of waste or to familiarize pupils with the conservation work being done, including tours to local agricultural experiment stations and farms co-operating with soil conservation officials; approved procedures can be put into practice in school reforestation and demonstration garden projects.

The possibilities are legion. Teachers, too, can advance conservation by keeping up to date on new developments in conservation and its teaching through attending summer schools or workshops offering this training.

UNESCO'S "Food and People" Campaign

Another factor heightening school interest in conservation is the Food and People campaign being promoted by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in collaboration with the Food and Agriculture Organization (FAO) in the belief that an informed public opinion throughout the world is necessary if an answer

to 8 per cent. Population will continue to march ahead," he added.

He estimated that by 1960 to feed the world's steadily increasing millions would require "an extra 60,000,000 tons of cereals, another 30,000,000 tons of meat; 250,000,000 tons of more fruit and vegetables and an additional 35,000,000,000 gallons of milk."

Citing a fact sheet issued by the State Department's UNESCO Relations Staff, M. L. Wilson, director of the Extension Service of the U. S. Department of Agriculture, told the gathering: "Only one third of the world's people get enough of the right kind of food, and they consume three fourths of the world's food supply. One half of the human race actually goes hungry. . . . This is the crux of the problem," he commented, asking: "Is there any way in which, through co-operative effort, these people can find a way to feed themselves better, to clothe and house themselves adequately? Can we take the lead in seeking for these solutions?"

Reminding that "one basic cause of the present world discord is hunger," Milton S. Eisenhower, president of the Kansas State College of Agriculture and the first Chairman of the



Dick Berner, president of the Roosevelt Junior High School's Conservation Club, Beloit, Wisconsin, presents a framed Conservation Pledge poster to C. E. Jones, principal, for permanent display in the school. In the picture from left to right are: David Kubach, vice-president of the Conservation Club; Dick Berner; Jess Hogans, president of the Rock County Conservation Council and speaker at the dedication ceremony; C. E. Jones; Lester Gafke, Club adviser; and Dan Burton, Club secretary.

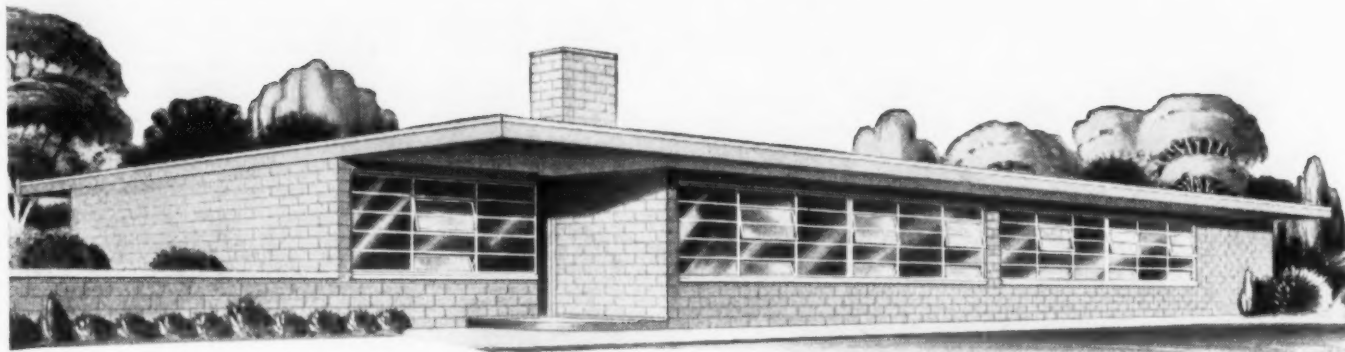
is to be found to the problems resulting from the rapidly increasing world population—now yet matched by increased food production.

Representatives of a number of leading national organizations attending a meeting held by the U. S. National Commission for UNESCO in Washington, D. C., on April 14, 1950, to launch this program in the United States heard Sir Herbert Broadley, Deputy Director-General of FAO, state "that today for 80 per cent of the world's population there is less protein available than there was before the war—and all because, while the world's food supplies in terms of calories has risen by 1 per cent, population has leapt up

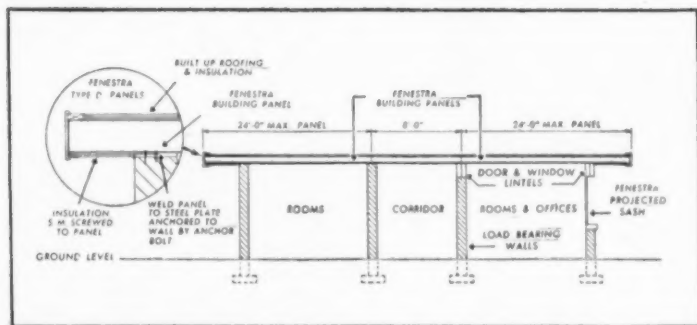
U. S. National Commission for UNESCO, emphasizes that a solution of the world food problem is a prerequisite for the establishment of lasting peace."

At this writing the main tool for use by local schools interested in participating in the Food and People campaign is a *Discussion Guide* available from the U. S. National Commission for UNESCO, Department of State, Washington 25, D. C. A pamphlet on *U. S. Agriculture in the World Food Situation*, prepared by Arthur P. Chew of the Department of Agriculture especially for use in classrooms and communities in this country

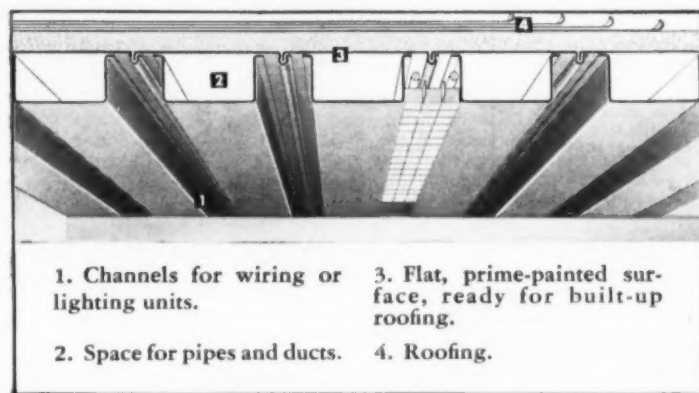
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Lightweight Fenestra Type D Building Panels are strong and structural themselves. They are quickly laid and interlocked to span from wall to wall, and their cellular, box-beam underside forms a beautiful finished ceiling. Their flat, smooth top surface gives you a rugged roof, ready for insulation and built-up roofing.

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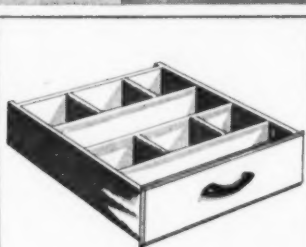


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sive and suitable for framing. The Huntington board of education supplied certificates of attendance to the members of the other classes: Arts and Crafts, Painting and Drawing, Driver Training, Radio and Communication, Typing, Woodworking, Mixed Apprentice, Plumber Apprentice, and Sheet-Metal Apprentice. Some of these classes had required two sections because of the large enrollment.

Attractive programs were printed and mailed to 55 organizations in Huntington. The drawing on the front cover was done by a member of the painting and drawing class. Although there was no charge for admission, reserved seat tickets were printed and distributed to these organizations as well as to all those taking adult education courses.

The president of the board of education presented the certificates to the class members. One of the high lights of the evening was a talk on "An American Heritage" by a well-known American Legion man in Suffolk County. The superintendent of the Huntington schools spoke briefly on adult education. Marvin T. Carter, industrial-arts instructor in the high school and director of the Adult Education Program, told of plans for the school year 1950-51.

One of the most impressive parts of the ceremonies was the presentation of the colors by the American Legion Color Guard. Of course, the program was opened and closed with invocation and benediction by a local minister.

Immediately after the program, the audience viewed an exhibition of the artifacts completed by the classes during the year. An astonishingly large variety of exhibits were attractively arranged.

The closing exercises, the exhibit of work, the presentation of certificates, all served to advertise the benefits of adult education, to stimulate interest in it, and to provide for it a more important niche in community life.

PROBATIONARY TEACHERS

As a means of helping and protecting probationary teachers to succeed in their work the Lincoln, Neb., Teachers' Association Council has prepared the five following suggestions:

1. That the teacher should at all times be encouraged to seek conference with his principal or supervisor concerning his teaching.
2. That the teacher should be informed of unsatisfactory teaching well before April 1 of the year in question.
3. That the teacher so informed should have conferences with the principal or supervisor throughout the probationary period so that help and guidance may be given.
4. That the teacher, before a final decision for dismissal is made, should be given a conference with the principal, supervisor of the department (if there is one) and the superintendent.
5. That under no circumstances should a teacher be dismissed without warning.

LOYALTY OATHS IN CALIFORNIA

The controversy between the University of California and the Board of Regents has been compromised. The Regents had demanded that the professors take a non-Communist loyalty oath by April 30, failing which they would be removed from their positions. Most faculty members had in fact signed the oath.

The teachers on the University of California's eight campuses did not appear to be sympathetic with Communism. They had, indeed, voted against having members of the Communist party as teachers. Their representatives have now agreed to sign letters stating that they are not members of the Communist party or any other organization which advocates overthrow of the government by force or violence.

WORD FROM WASHINGTON

(Concluded from page 58)

may also be obtained there. A *Food and People Fact Sheet* which outlines the program, a radio script, a list of films, a limited number of leaders' kits, and other free materials may also be secured from that source.

Six UNESCO pamphlets dealing with international aspects of the problem may be ordered through the UNESCO Office, Lake Success, N. Y., namely: *Food and the Family* by Margaret Mead (single copy 25 cents); *UN Sets the Table* by Peter Kihss (25 cents); *Food and Social Progress* by André Mayer (25 cents); *Distribution of the World's Food* by Stefan Krolkowski (25 cents); *Are There*

Too Many People? by Alva Myrdal and Paul Vincent (50 cents); *Food, Soil and People* by Charles E. Kellogg (60 cents). A set of these six booklets, including a discussion guide, sells for \$1.65.

ANNUAL EXERCISES FOR ADULTS

Elmer G. Bowes*

At the conclusion of the year's work in Huntington's Adult-Education classes, on March 17, closing exercises were held in the high school auditorium. The local American Legion Post supplied honorary certificates for those who had attended classes for the year in Americanization. They were quite impres-

*Administrative Assistant to the Superintendent, Huntington, N. Y.

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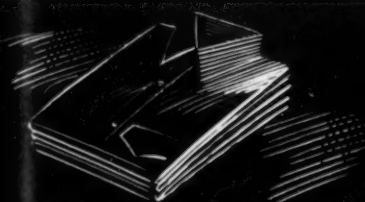
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ated from TIME Magazine,
in a series of messages on the
ance of Modern Air Treatment

today's best buy is better air!



How many shirts should a store give away? . . .

The men's furnishing department is no place for a dirty shirt! What happens? Shirts soiled by dust in the air sell at 1/3 to 1/2 off—lose money for the store owner. One great department store says that savings on markdowns alone paid for an American Air Filtering system the first year.

*AAF Air Filters
and Electronic Precipitators*

Bad air costs too much! It's expensive! It causes merchandise losses in stores—fatigue in schools—impurities in chemicals—rejects in factories—leakiness in church. It need not be. In fact, it costs less to get rid of bad air than to suffer its damage.

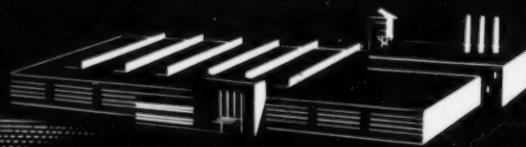
For your air problem, see how American Air Filter equipment can solve it—and save! (To American Air Filter's facilities have recently been added the circulating and heating products of the Herman Nelson Division, widely respected in schools, industry and other fields.) When you can see or smell air—when you are air conscious, remember—
TODAY'S BEST BUY IS BETTER AIR!



Will your new school be obsolete?

There's danger that half the schools being built this year will not be provided with adequate ventilation systems. What a waste! Fresh, clean air makes young minds alert to learning. Individual classroom ventilation is not only economical—it is the only way to make certain of fresh air at constant, automatically controlled temperature. Because only one system offers the highest performance standards ever engineered, your children's schools should have

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Dust produced by industrial processes presents a serious handicap to efficient and economical operation. There is hardly an industry, today, that does not employ one or more of the many types of AAF Roto-Clone Dust Control Equipment to protect workmen, materials and machinery. It pays off in good will, good health and great savings.

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**In America no school building should
be obsolete the day its front doors open**



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IF a schoolroom is without adequate ventilating equipment, it is obsolete—no matter if it were built yesterday or in 1900. Consider this, please.

If the average businessman were to spend only a few hours in the average American school, he'd soon be on his feet shouting, "Let's have some fresh air in here."

If the average mother were to spend the same time there, by the end of the day she'd have organized a committee with other mothers to do something about it.

Architects realize this, but many people don't. And in the desire to keep building budgets at a minimum,

too often the best way of heating and ventilating must give way to a system inadequate and obsolete.

To give what assistance it can to the architect and school official, the makers of the Herman Nelson Unit Ventilator are publicizing this danger to the parents of school children all over America. They are widely distributing a booklet, "Plain Talk About School Ventilation". They are presenting the facts in opinion-molding national magazines.

We are, for instance, telling why each classroom needs its *own* ventilating system; how thirty or more school children arrive in a schoolroom where

the temperature is 70°. How each child is an individual radiator of 20 square feet—thus totalling 600 feet of radiation at 97°F. How little eyes get sleepy, how pungency offends the nostrils, how small heads start to nod, how the teacher's words begin to fall on dull ears and listless brains.

We have seen how, when schools are out, students just naturally "come to life" the minute they hit the outdoors, fresh air. The Herman Nelson Division of the American Air Filter Company is trying to help children, school officials, the school teacher and the heating and ventilating industry by making the facts known.

Every new
class room
should be
modern



an architect says:

"With modern knowledge of air treatment in schools, there is no reason why a classroom should be overheated or underheated, or the air foul. Unit ventilation is the answer."



a school superintendent says:

"My job requires me to pay more visits to the schoolroom than the average parent. I know that if more parents did visit schools, school ventilation would be better."



a teacher says:

"I just wish all parents could endure for one day what the children and I put up with almost every day. It's no wonder children become listless and dull when the ventilation is inadequate."

a P.T.A. committee chairman says:

"There isn't a better project for parent-teacher groups to take up than proper ventilation in schools. Not until every classroom in the entire system is provided with fresh air of the proper temperature is our job done."



a mother says:

"We've spent a lot of money, time and thought to make the childrens' and our home bright, sunshiny and healthful to live in. How then, can we fail to think of the same things about the school they spend almost every day in."



a child says:

"I like to run and play outdoors. But our schoolroom makes me feel sleepy."



a school board president says:

"School is a training place for mind and body. It strikes me as an incongruity that the same board members who are willing to spend thousands on a gymnasium, could, by penny-pinching, not allow for the best kind of ventilation."

a school nurse says:

"I'm sure children would have fewer colds if the air in schoolrooms were kept at a more constant temperature. First it's comfortable, then it's overheated, then the windows fly open and it's too cold—then the whole process is repeated. Cruelty to children, I call it."



Good
ventilation
is a
modern aid
to better
learning

a psychologist says:

"You can't expect children to learn things when they are undergoing physical discomfort. A mucky, stagnant classroom is not the place to make young minds bright, alert and eager to learn."



a father says:

"If my office lacked decent ventilation the way my little girl's school does, I'd raise the roof."



The Herman Nelson Ventilator has a pleasing design with positive safety features. It can be serviced simply by quick removal of access grille.

Herman Nelson

UNIT VENTILATORS FOR SCHOOLS



Matching utility cabinets are designed to combine with Unit Ventilators—offer added storage facilities. Extremely practical and economical for today's classrooms.

THIS is the Unit Ventilator that makes the right air for the room . . . right in the room itself.

Room air is drawn through the grille in the front of the cabinet into a mixing chamber at the bottom. Outdoor air for ventilation and for cooling is drawn through the rear of the cabinets. Air from both sources passes the control dampers on its way to the mixing chamber. The admission of the recirculated air and outdoor air in variable quantities is automatically controlled, depending upon the method of heating, and according to the thermal requirements of the room.

After being mixed in the lower

portion of the cabinet, the air passes through a superior type of AAF filter. It is then drawn through the heating unit where it is uniformly warmed to the desired outlet temperature before entering the fans. There, the air is completely mixed before being discharged at the proper velocity through the outlet grille for uniform distribution.

The ventilation goes on silently, efficiently, economically and automatically.

The unit is constructed to be trouble free and durable, requiring a minimum of attention and maintenance. Thermostatically controlled, the entire unit is tamper-proof and

completely safe.

Pleasing lines in smart colors come from true functional design. The top of the cabinet is covered with linoleum. The cabinet itself is finished in smooth baked enamel. Matching utility cabinets may be installed at any time to form an attractive, useful ensemble.

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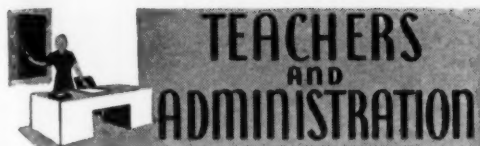
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HOLD TEACHERS' WORKSHOP AT HEMPSTEAD, NEW YORK

The administrative staff of the Hempstead high school, Hempstead, N. Y., some time ago, concluded that the needs of the students whose formal education terminates with the high school were not being adequately met. A number of existing courses had been substantially overhauled during the past years, but recently a new approach was tried out.

At the suggestion of M. E. C. Moore, co-ordinator of the high school, an invitation to meet and discuss the matter was sent to all interested teachers. About 25 teachers responded and these decided that a new course should be written to fill present-day needs. It was decided to hold the workshop from 7 to 8:40 a.m., and members of each department were represented. After determining the eight areas which seemed to require attention, the 20 teachers enrolled broke up into four committees. Each committee agreed to be responsible for one of the eight areas designated as in need of attention. Each morning during the session, the group met as a whole, and then divided into committees for work on the resource guides. Following the completion of one guide, the committees met to plan a second guide.

After completing a total of 30 hours, eight guides relating to social and economic competence and political and recreational subjects were prepared. These guides together comprise a year's course, to be offered in the tenth year of the high school as a means of benefiting students who would probably drop out before graduation.

Finally, it was decided that four units of study would be offered each school term, and that the students have the choice of any unit they would like to study. The members of the workshop were each allowed two hours' credit toward an increase in salary for their work.

After the course has been in operation a year, a student questionnaire will be issued to determine the units found most interesting, the areas which might be eliminated, and new topics to be added to the course. In the light of the findings of the questionnaire, the course is to be revised for presentation and study in 1950. In this way the Hempstead high school has attempted to meet the needs of students who will not go on to college but must get all their formal training in the high school.

HOLD VISITING DAY

The Chamber of Commerce of Lockport, N. Y., in co-operation with the City Teachers' Association and the board of education, held a "Come and See Industry" Day on May 5. During the day, all schools were closed, and the teachers were allowed to visit some industry in the community to learn more about the organization of the plant. At an early morning meeting in the high school auditorium a program was held, with a talk by J. Kenneth Bush of the Harrison Radiator Corporation on "Why Industry Is Concerned in Education." The teachers were divided then into groups and visited leading industrial plants of the community. At noon the groups gathered at the Park Hotel for a dinner provided by the Chamber of Commerce for the professional staff and the representatives of industry. A high light was the talk given by George F. Jammer, superintendent of schools on the subject, "Why Education Is Concerned." The afternoon was given over to visits of additional plants not covered in the morning. The project brought together the teachers of the schools and the industrial leaders of the community for mutual understanding of local economic and educational problems.

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LEADER...



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To SHINE UP

To ECONOMICAL
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TEACHERS AND ADMINISTRATION

► Ord, Neb. The school board has voted to return to its former policy of employing no married women as teachers. Five teachers on the school staff have been notified that they will not be retained after the 1950 school year.

► Shreveport, La. The Caddo parish school board has adopted new regulations governing teachers' absences and leave pay. Sick leaves will be granted when teachers are ill or when there is death or serious illness in the immediate families. Teachers will be required to report their absences and reasons for them. The superintendent is authorized to employ qualified substitutes for teachers who are absent for more than a half day.

► Carbondale, Ill. Under a policy of the school board, teachers in the city schools are eligible for leaves of absence without pay for the purpose of study, travel, or restoration of health.

The present sick-leave policy governing the

absence of classroom teachers provides for full pay for five days a year, and half pay for an additional five days per year. Unused days of sick leave are allowed to accumulate up to 15 days at full pay, and 15 days at half pay. The board believes that a plan which adds the penalty of loss of salary to the extra expense of illness, would have unfortunate effects.

► Kearney, Neb. The board of education has adopted two new teacher-employment policies for the year 1950-51. One policy requires teachers to attend summer school at regular intervals, depending on the level of training of the teacher. The second policy revises the salary schedule, allowing annual salary increments for a ten-year period to teachers holding a master's degree.

► Governor Dewey, of New York State, has vetoed the Olliffe bill, which sought to delete from the Feinberg salary law the "superior merit" provisions of sections 5 and 6. A similar bill was vetoed by the governor last year.



*Jr. H. S. Bloomfield, New Jersey

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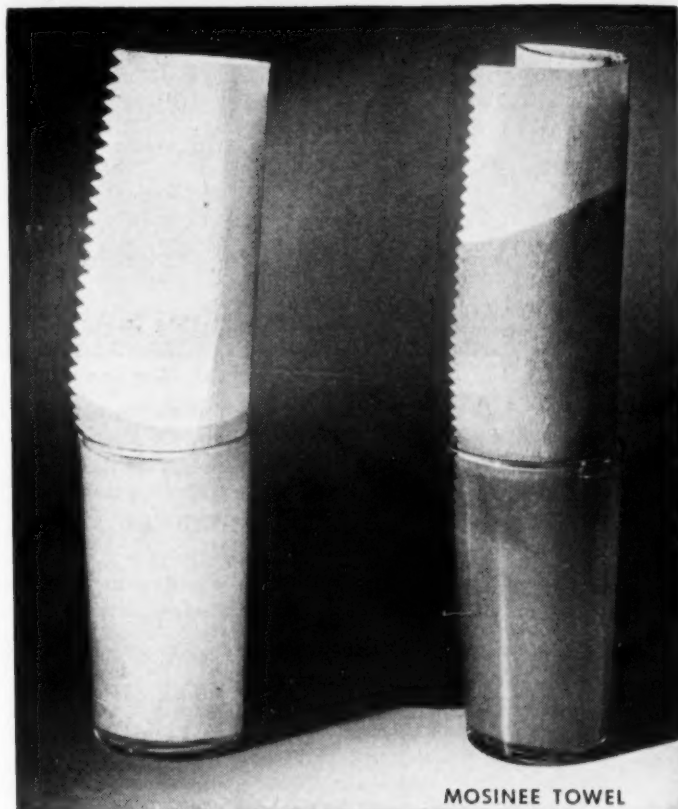
Super SHINE[®] ALL Hillyard neutral chemical cleaner . . . the easy way to clean hallways, classroom floors, woodwork . . . one application does the job . . . no rinsing. All 'round cleaning, the year 'round—that's Super Shine-All's school record. And next in line comes . . .

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Schools and School Districts

If a premature closing of the polls deprived a registered voter of the right to cast his ballot in a special school election, and if the result of the election was affected thereby, the election was invalid.—*Webb v. Clatsop County School District, No. 3*, 215 Pacific reporter 2d 368, Ore.

A consolidated school district is a legal entity separate and distinct from its component districts.—*Huffman v. School Board of Independent Consol. School Dist. No. 11, Hennepin County*, 41 Northwestern reporter 2d 455, Minn.

School District Government

A California statute providing that the governing boards of school districts having an average daily attendance of 60,000 or more pupils shall dismiss probationary employees for cause only, is not an unreasonable or arbitrary classification, and does not violate either the federal or the state constitutional guarantees of equal protection under the California laws. Calif. Education Code, § 13583.—*Keenan v. San Francisco Unified School Dist.*, 214 Pacific reporter 2d 382, Calif.

School District Property

Where a 13-year-old pupil in a public school was struck in the eye by a pencil thrown in the classroom by another pupil to a third pupil, who stepped aside, the proximate cause of the injury was an unforeseen act of the pupil who threw the pencil, and the absence of the teacher from the classroom was not the proximate cause of the injury sufficient to impose liability for the injury on the board of education. New York

Education Law, § 2510.—*Ohman v. Board of Education of the City of New York*, 90 Northeastern reporter 2d 474, 300 N.Y. 306.

School District Taxation

Tax-anticipation warrants are not liabilities of the municipality or the school district by which they are issued.—*Thorp v. Board of Education of City of Chicago*, 90 Northeastern reporter 2d 71, 404 Ill. 588.

A board of education may raise funds either by taxation direct, or by the sale of bonds payable by taxation; but money so raised must be for corporate obligations. Smith-Hurd statutes, Ill. constitution, art. 9, § 9.—*Thorp v. Board of Education of City of Chicago*, 90 Northeastern reporter 2d 71, 404 Ill. 588.

Under a Mississippi statute, authorizing the issuance of bonds by a consolidated school district, to erect, equip, and repair "school buildings," a gymnasium is a school building within the meaning of the statute. Miss. code of 1942, § 6370.—*In re Savannah Special Consol. School Dist. of Pearl River County*, 44 Southern reporter 2d 545, Miss.

Where a majority of those entitled to vote by their petition pray for the issuance of bonds by a consolidated school district, under the Mississippi statute, an election is unnecessary. Miss. Code of 1942, § 6370.—*In re Savannah Special Consol. School Dist. of Pearl River County*, 44 Southern reporter 2d 545, Miss.

School bonds issued by a consolidated school district for the repair and improvement of school buildings were not void because they provided that they should mature without option of the prior payment, since the matter was one in the discretion of the governing body. Miss. Code of 1942, § 6370.—*In re Savannah Special Consol. School Dist. of Pearl River County*, 44 Southern reporter 2d 545, Miss.

Teachers

A Colorado law impliedly places the duty of passing on the fitness or unfitness of a teacher, when the occasion arises, upon the board and no other body has that right.—*School Dist. No. 1 in Arapahoe County v. Thompson*, 214 Pacific reporter 2d 1020, Colo.

Where a school board employed the plaintiff as a teacher for one year and dismissed her for general incompetency before the expiration of her term after a notice and hearing, a permanent tenure statute requiring the witnesses appearing at a hearing to be under oath or affirmation was not applicable. 1935 C.S.A., c. 146, § 239; Colo. laws of 1949, p. 661, § 2.—*School Dist. No. 1 in Arapahoe County v. Thompson*, 214 Pacific reporter 2d 1020, Colo.

A city or county board of education may exercise its discretion in adopting permanent teachers' salary schedules, but such schedules must be adopted before the beginning of the school year, allowances based on years of training and experience must be uniform and subject to reasonable classifications, and the schedules must not be arbitrary, discriminatory, or unreasonable. Calif. Education Code, §§ 13801-13807, 13802.—*Heinlein v. Anaheim Union High School Dist.*, 214 Pacific reporter 2d 536, Calif. App.

Pupils and Discipline of Schools

Where a seven-year-old girl received regular instructions for five hours a day by her mother who had two years of college and some training in pedagogy and educational psychology, and the girl showed a proficiency comparable to an average third-grade student, the girl was attending a "private school," hence the parents were not guilty of violating the compulsory school attendance law. Smith-Hurd statutes, c. 122, § 26-1.—*People v. Levisen*, 90 Northeastern reporter 2d 213, 404 Ill. 574.

The Compulsory School Attendance Law was not intended to punish those who provide their children with instruction equal or superior to that obtainable in the public schools, but was intended to punish a parent who fails or refuses to properly educate his child. Smith-Hurd statutes, c. 122, § 26-1.—*People v. Levisen*, 90 Northeastern reporter 2d 213, 404 Ill. 574.

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SCHOOL FINANCE AND TAXATION

SCHOOL BONDS

► The voters at Littleton, Colo., at an election on April 18, approved a proposal for a bond issue of \$265,000 for a one-story elementary school building. The success of the bond issue has been attributed to the publicity given the issue. The board distributed a four-page circular to the parents and school patrons telling about the need for the building, the pupils it will benefit, and the cost of construction.

► The city council at Carnegie, Pa., has approved the floating of a proposed \$600,000 bond

issue, to be submitted to the voters at an election. The proceeds of the bonds will be used to finance improvements to the present high school.

► Cedar Falls, Iowa. A school bond issue of \$1,030,000 for the city schools has been approved by the voters. The proceeds of the bonds will be used to finance an extensive building program. The architects are completing the final plans for a high school building, to be completed in 1952.

► With an overwhelming majority of 1012 to 56, the Liberty, Mo., public schools have approved a \$90,000 bond issue for an addition to the elementary school, announces Supt. R. R. Brock.

► Tulsa, Okla. The Tulsa master plan committee has approved plans for a \$4,300,000 bond issue, to be submitted to the voters for approval. The bonds would provide funds for a new junior high school, six complete elementary

schools; sites for four elementary schools, a junior high school, and a senior high school; the modernization and reconditioning of school plants, and new equipment.

► The board of education of Ogden, Utah, has sold a bond issue of \$1,400,000 to the United Securities Corporation of New York City, with a premium of \$14,197.06, and an interest cost of 1.34717 per cent. The bonds will mature from 1954 to 1962.

► The towns of White Creek, Jackson, Cambridge, Salem, and Easton, N. Y., Central School Dist. No. 10 have sold \$935,000 in bonds, at a price of 101.088 for a 2.10 per cent coupon.

► The state of California has launched its 250-million-dollar school aid program with the sale of the initial 50-million-dollar installment of bonds. The bonds were sold to two bond concerns, at a net interest rate of 1.74139, for a combination of 4½s., 13½s., and 1s.

► Lafayette, La. The school board of Lafayette parish has called a school bond election to vote on a \$2,558,000 bond proposal.

► Great Falls, Mont. The school board has called for bids on the \$1,145,000 school bond issue, approved by the voters in April. Plans have been begun for a building program, to include two elementary schools, a junior high school, gymnasium-auditoriums at two schools, and a cafeteria at the Gibson Junior high school.

SCHOOL FINANCE

► The board of education of Grand Rapids, Mich., has prepared a budget for 1950-51, calling for \$5,881,433 for the operation of the schools.

► Port Huron, Mich. The school board has adopted a budget of \$1,558,900 for the school year 1950-51, which is an increase of \$115,691.26 over the figure for 1949-50. The extra school levy has been raised to the full five mills approved by the voters last year.

► Saginaw, Mich. The school budget for 1950-51 has been set at \$3,489,000, which is \$86,000 more than the amount for 1949-50.

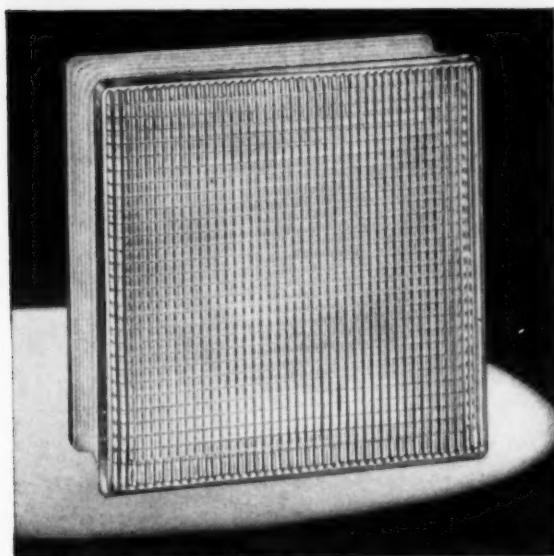
► Dearborn, Mich. The school board has approved a budget calling for \$7,286,334.21 for the year 1950-51. The largest item is \$3,957,424 for instructional services. The general fund amounted to \$5,684,522.80.

► Royal Oak, Mich. A record-spending program of \$1,973,677 for the operation of the city schools, has been approved for the 1950-51 school year. The budget calls for \$920,000, to be raised through taxation, or \$110,000 more than was raised last year. The budget does not include an estimated \$360,000, to be collected from a five-mill building levy to be spent for new school projects.

► On April 4, the voters of Marshall, Mo., approved a school tax levy of \$1.78 on each \$100 of assessed valuation for operating expenses. A 6-cent sinking fund levy has been passed, which brings the total levy to \$1.84, an increase of 29 cents over 1949-50. The increased funds will permit the board and Supt. A. H. Buckner to make the necessary improvements as suggested by the State Education Department. The additional services are to include (1) elementary supervision, (2) guidance and counseling services, (3) education for atypical children, and (4) the employment of a school nurse. An additional project calls for the installation of new lighting systems in all of the schools.

► The Boston, Mass., school board has adopted a budget of \$26,994,486 for the year 1950-51, which is an increase of \$1,270,041 over 1949-50. The over-all budget includes \$23,592,719 for general school purposes, \$2,646,133 for alterations and repairs to buildings, and \$755,628 for land and buildings.

► St. Louis, Mo. A record budget of \$19,997,465 has been adopted by the school board for 1950-51, which is an increase of \$644,707 over 1949-50. A major part of the increase is due to the single-salary schedule for teachers, adopted three years ago. Automatic increases will total about \$400,000 in 1950.



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**PERSONAL
NEWS
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► MARTIN R. BYRNE has been elected assistant secretary of the New York City board of education. A graduate of the city schools, Mr. Byrne has been an employee of the board since 1915, when he was appointed a clerk. He had been acting as head of the contract division in the secretary's office.

► RALEIGH SCHORLING, Professor of Education at the University of Michigan, died in an Ann Arbor hospital on April 22, at the age of 62. Professor Schorling, a graduate of Michigan University, the University of Chicago, and Columbia University, was formerly a demonstration teacher at Michigan, Columbia, Chicago, and Harvard. He was the author of a number of textbooks on education.

► The school board of Joplin, Mo., has reorganized with JOHN HOUK as president; BILL CONROW as vice-president; E. BURKHOLDER as secretary; and GUY APPLE as treasurer.

► The school board of Beloit, Wis., has elected FLOYD M. NICOLLS as president, and MRS. DOROTHY BOSS as secretary.

► The school board at McAllen, Tex., has reorganized with FRED PHILLIPS, JR., as president, and ENGLE ARNOLD as vice-president. LEWIS MOORE and CHRIS CAREY were re-elected for third terms.

► The school board at Cape Girardeau, Mo., has elected A. C. MAGILL as president, and J. A. HEILIG as vice-president. MISS ELIZABETH WALTHER was renamed as secretary.

► MRS. LEON BUDD has been appointed to fill the vacancy on the Woodbury, N. J., board of education created by the resignation of Mrs. W. J. Watson. Mrs. Watson served on the board for ten years.

► RAY SOLADAY, of Carlsbad, N. Mex., has been elected president of the newly formed New Mexico School Boards Association.

► At Fargo, N. Dak., MRS. RUSSELL O. FREEMAN, G. H. OWENS, and EDWARD R. STERN have been elected as new members of the board. Holdover members of the board are H. O. ANDERSON, MRS. J. P. SIMPSON, PHILIP B. VOGEL, MRS. W. E. BRENZEL, MILTON A. BURSACK, and WARNER LITTEN.

► The school board at Galveston, Tex., has reorganized with DR. W. L. GLENN as president; GREGORY E. SCHULER as vice-president; and EUGENE JACKSON as secretary.

► New elections of superintendents in the state of Iowa include the following: Glenwood, M. C. MARTIN, formerly of Mediapolis; Norway, W. W. ISENBERGER, formerly of Ladora; Prescott, PAUL L. STRICKFADEN, formerly of Coburg; Allerton, WALTER V. STARRY, formerly of Tennant; Prairie City, FRED E. KUTZLI, formerly of Victor; Parkersburg, E. PAUL REHER, formerly of Lansing.

► S. CLAY COY, of Farragut, Iowa, has accepted the superintendency at Mexico, Mo.

► G. C. CHITTICK, of Grant, Mich., has been elected superintendent at Ravenna, Mich.

► SUPT. CHARLES H. DAVIS, JR., has been re-elected at Scottsbluff, Neb., for a new three-year term.

► DR. CHARLES FREDERICK RANK has been sworn in as a Queens member of the New York City board of education by Mayor O'Dwyer. He succeeds Harold C. Dean, who was appointed in December, 1946, to succeed the late Dr. George H. Chatfield.

► The school board of Scottsbluff, Neb., has re-elected two members, GLEN G. AVERY and W. E. SKINNER, for new three-year terms.

► The school board of Great Falls, Mont., has reorganized with ROBERT B. NOBLE as president, and DR. EARL HALL as vice-president. VICTOR GIBSON was renamed as secretary.

► The school board of Missoula, Mont., has re-elected FLOYD M. CLARK as president. JOHN KARLBERG was elected vice-president, and W. H. SEWARINGEN was renamed as clerk.

► CLYDE L. HESSON has been re-elected as a member of the county board of education of Carroll County, Md. DR. THOMAS H. LEGG was elected vice-president, and SAMUEL M. JENNESS was re-elected as county superintendent of schools.

► MORRIS E. LEEDS has resigned from the board of education at Philadelphia, Pa. Mr. Leeds was an invaluable member of the board for 18 years during which time he gave much unselfish service for the public schools. Through the difficult years he served as president of the board and his wise counsel was especially helpful.

► SUPT. BEN L. TEMPLE, of Bad Axe, Mich., has been elected as chairman of the Huron County Tax Allocation Board.

► SUPT. F. L. SKAITH and PRINCIPAL C. A. BRISTOW, of the public schools of Maryville, Mo., have been re-elected for their seventh terms, beginning in September, 1950.



Ralph D. McLeary
Superintendent of Schools-elect
Plainfield, New Jersey

Mr. McLeary, who has been elected superintendent of schools at Plainfield, N. J., has been head of the school system of Concord, Mass., since 1945.

A graduate of Colby College, he holds a B.S. degree given in 1924 and an M.A. degree earned in 1930. He has done professional work in Maine State University, the University of Wisconsin, and Harvard University, where he is completing work for the Ed.D. degree.

Prior to going to Concord, he was superintendent at Barrington, R. I., director of mathematics at Brookline, Mass., and vice-principal of the Waterville, Mass., high school. He is an author and coauthor of a number of textbooks and articles in educational magazines, including the SCHOOL BOARD JOURNAL.

Mr. McLeary will enter upon his new duties in July, 1950.

► At the school board election, held in El Paso, Tex., MRS. T. P. CLENDENIN, J. F. HULSE, and THEODORE ANDRESS were elected as members. Mrs. Clendenin, the only woman member of the board, was in the top three position in the 40 precincts. Mr. Andress is the new member and Mrs. Clendenin and Mr. Hulse were holdovers.

► JOHN M. GREGORY and MRS. HENRY I. EAGER have been elected as new members of the board at Kansas City, Mo. Mrs. Eager had been filling the unexpired term of the late Miss Annette Moore.

► The school board at Valdosta, Ga., has reorganized with DR. F. G. ELDRIDGE as president, and JUNE NORWOOD as vice-president. The new members of the board are RAMON GRIFFIN and JIMMIE JONES. Holdover members are MRS. W. G. SOUTHWELL and JUDGE LITTLE.

► The board of education at Dexter, Mo., has reorganized with C. A. POWELL as president, and R. A. SISLER as vice-president. C. A. POWELL and D. G. JOHNSON, holdover members of the board, were re-elected without opposition.

► At an election held on April 4, the board of education of Sullivan, Mo., reorganized with the election of GEORGE HAYES as president; MRS. MARY FIZZELL as secretary; and TRACY SHAFFER as treasurer. The other members are EUGENE HAASE, HUGH PETERSON, WILLIAM WHITE, BURLIE NORRIS, and HENRY MCCRARY.

► WILLIAM I. KOCUREK has been elected president of the school board at Austin, Tex. GUS MOOS was named vice-president, and MRS. O. D. WEEKS was elected secretary.

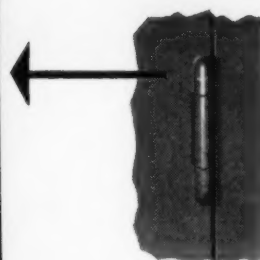
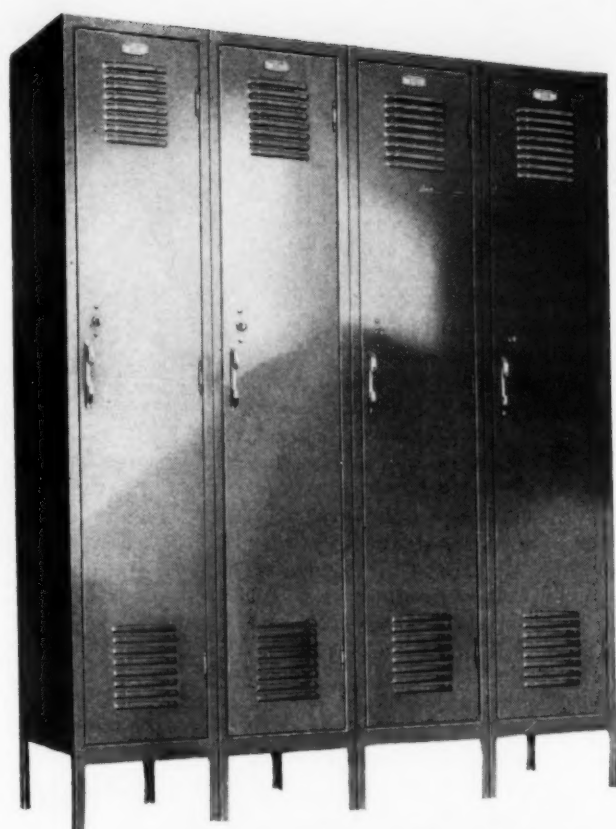
► DR. FLOYD A. YALE was elected president of the board at Independence, Mo. MARVIN CARL was named vice-president, and MISS KATIE CHASTAIN was renamed secretary.

► NOAH E. MARTIN was elected president of the board at Columbia, Mo. CHARLES PROCTOR was named vice-president.

► DR. HOWARD B. GOODRICH was re-elected president of the board at Hannibal, Mo. GEORGE C. MARTIN was named vice-president.

► At the annual school election at Maryville, Mo., WALTER SMITH and RALPH HARGRAVES were re-elected for three-year terms. Both these men had completed six years' service on the board.

► G. W. ARGO, of Norway, Iowa, has accepted the superintendency at Belle Plaine.



The A-S-E Locker Hinge

Only A-S-E lockers have this concealed, protected, smooth hinge. It's actually part of the door. No notches to weaken frame. No bolts required to attach hinges. No sagging of door possible. Door embosses cover pin, leave no projecting surfaces to catch clothing or cleaning cloths.

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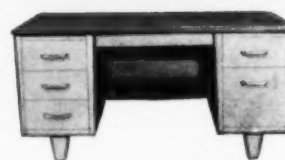
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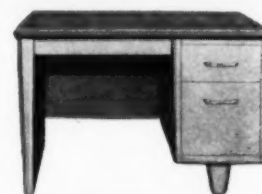
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*Ask for Catalog WR-3 for full information.



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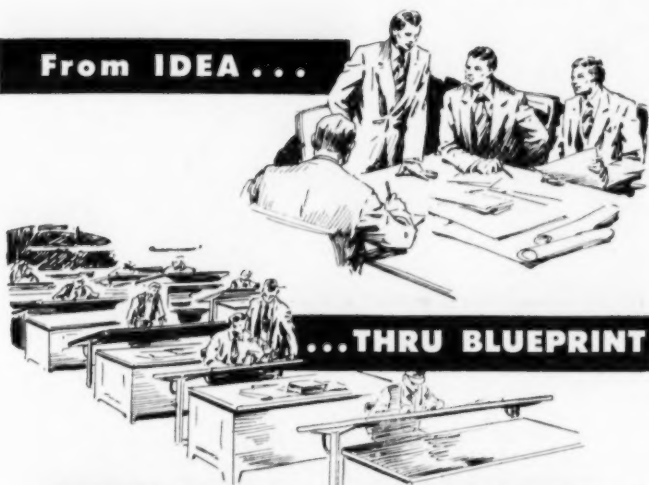
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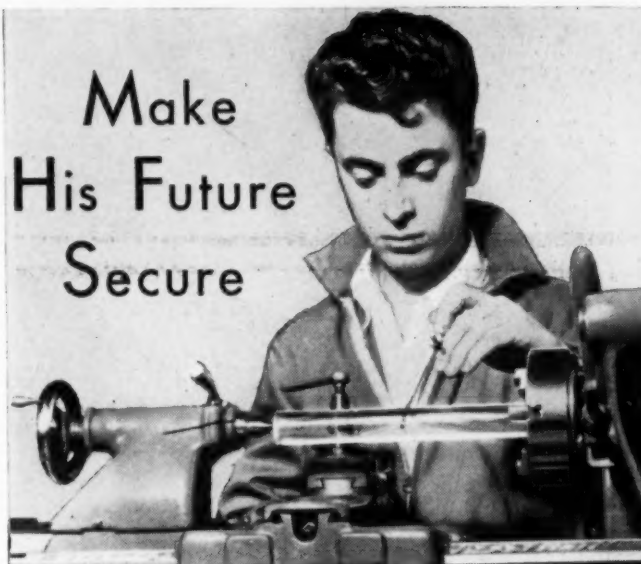
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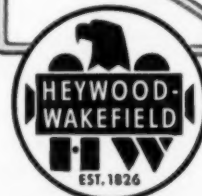
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TEACHER SYMPATHIZERS CAUSE DISTURBANCE

Eight New York City teachers charged with insubordination for refusal to answer questions concerning their Communist affiliations and suspended by Supt. William Jansen, will be tried shortly by an independent trial examiner, employed for the purpose by the board of education. The cause of the eight teachers, who include Abraham Lederman, president of the Teachers' Union, caused a disturbance at the annual meeting of the board on May 10, when 900 pickets paraded outside the board of education headquarters and some 200 or more noisy individuals protested in the board meeting room. The latter were cleared out by the police so that the board might proceed to re-elect Maximilian Moss and Vito F. Lanza, for a second term as president and vice-president respectively.

LOCAL SCHOOL DEBTS

According to the Tax Institute, New York City, the local school districts owed \$2,147,000,000 in 1949. This is an increase of \$587,000,000 over 1948.

The Tax Institute reports that the gross debt of all government agencies in the United States in 1949 was \$1,834 per capita. During the same period, the average national income per capita was \$1,507. The ratio of debt to national income was 121.7 per cent.

The total annual interest payments on federal, state, and local debt in 1948 was \$5,732,000,000, or \$39 per capita.

RAISE EDUCATIONAL STANDARDS

The school board at Wanaque, N. J., under the direction of Supervising Principal Raymond Heinze, is actively improving local educational standards.

Mental tests are given all pupils annually and each teacher is required to pass personal judgment on the abilities of each student. An individual progress and report folder is maintained for each student, containing summaries of the monthly reports and anecdotal information. Achievement tests are given annually to supplement the teacher's judgment concerning the total progress of each child.

Through a further system of checks, the community is keeping a record of high school students who are sent to classes in a neighboring community.

REDEFINE SUPERINTENDENT'S POWER

A proposal by two members of the Worcester, Mass., school committee to amend the rules so that the superintendent, Thomas F. Power, would be "silenced" from discussing matters before the committee other than routine reports has failed of support from the five other members. The duties of the superintendent have been redefined but do not alter his authority.

The attempt to "gag" Power attracted wide attention because it was alleged to be a political battle.

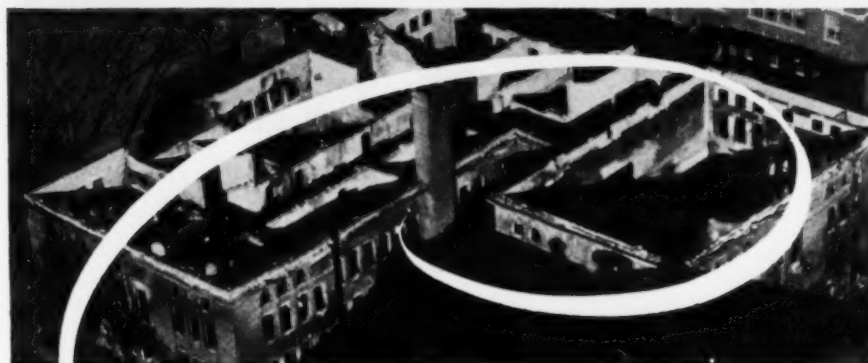
The new regulation says "The superintendent shall be the executive officer of the school committee, and, under its general direction shall have the care and supervision of the public schools, shall assist it in keeping records and accounts and make such reports as required by law." It also gives him authority to recommend to the committee teachers, textbooks and courses of study.

The rule changes had originally been asked by Herman J. Dumas, a new member of the committee and Francis X. Powers, a former member of many years service. Powers wanted the superintendent's privilege of the floor taken away, while Dumas asked a definition of his duties.

Powers said his amendment would limit the superintendent in debating matters before the committee unless requested and permit him to make recommendations only.

Supt. Power said it appeared "some members of the committee are seeking to reduce the duties of the superintendent of schools to that of a clerk." He charged also that the proposed rule

SCHOOL DESTROYED...



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SCHOOL CONFERENCE AT CLEMENTON, NEW JERSEY

On Thursday, April 27, the teachers of the regional high schools of Lower Camden County, met at the high school in Clementon, N. J., to participate in a discussion on the topic, "Continuing Process of Education from the Pre-primary Grade Through High School."

The meeting included a series of three panel discussions on mathematics, English, and social studies, arranged by Edward K. Chace, supervising principal, and Dr. Albert M. Bean, county superintendent of Camden County.

COMING CONVENTIONS

June 13-14. Colorado School Administrators Association, at Estes Park. Headquarters, Stanley Hotel.

July 2-7. National Education Association, at St. Louis, Mo. Secretary, Willard E. Givens, 1201—16th St. N.W., Washington 6, D. C. Attendance, 5000-6000.

► The Nebraska Association of School Administrators, at its recent convention in Lincoln, elected H. V. Taylor, Hastings, as president. E. G. Lightbody, Nebraska City, was named vice-president; and R. C. Anderson, Madison, was re-elected secretary-treasurer.

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NEW PUBLICATIONS for School-Business EXECUTIVES

Code and Work Manual for Plant Operation

Looseleaf, 43, plus pages. Board of School Directors, Milwaukee, Wis.

This Work Manual is intended as a guide for janitors, engineers, and other personnel engaged in the operation and maintenance of school plants belonging to the Milwaukee public school system. The authors are a committee made up of three principals, three school engineers, the assistant business manager, the superintendent of building repairs, and the supervising school engineer. The Manual does far more than provide a practical guide to the school custodian in the daily discharge of his duties.

The Manual contains a restatement in informal language of the state and city laws and of the rules of the board of education relating to such matters as school safety, training and licensing requirements for janitors and engineers; the health, smoke, and safety laws and ordinances; and various legal materials that have in one way or another an effect on school building operation but which are scattered in inaccessible law books and school board records.

The Manual contains also a good deal of information about the working conditions, the salaries, pensions, sick leave, and absence of employees. It provides in condensed form information about holidays and vacations, the responsibility and the authority of janitors and their relations to the school administration. It sets up standards for the economical and efficient operation of heating and ventilating apparatus, for daily, weekly, and periodic sweeping, cleaning, and building maintenance. In a word, it provides a sort of custodian's bible in which he can find answers to any important problem

concerning his work, his occupational relations, and his compensation.

The Code is printed looseleaf in a black leatherette booklet that the custodian can keep on file in his desk or carry about with him in his working clothes. Blank leaves are provided for notes and memoranda.

Building Bulletin 1

Prepared by the British Ministry of Education, October, 1949. Paper, 30 cents. The British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

This bulletin provides for architects and school authorities a survey of the problems to be solved in making elementary school buildings best serve the children through environment which will facilitate the learning and teaching processes. Americans engaged in school-plant planning will find the approach to planning, the suggested types of classrooms, the general layouts, the standards of size and shape and the recommended construction types distinctly practical. The British are doing an intelligent job in postwar school construction, less wasteful than much of our work, and distinctly forward-looking in meeting educational changes. Nor are they going off the deep end in setting up unnecessarily high and expensive standards of size and permanence which are recommended here in the States by commercial groups which are not defensible by sound research.

Building Bulletin: New Secondary Schools

Prepared by the British Ministry of Education, October, 1949, and February, 1950. Paper, 30 cents. Issued by the British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

This bulletin contains suggestions for improving the planning of secondary school buildings by raising the standards of use and reducing costs through better design and structural techniques, and more competent administrative organization. The bulletin makes much of the study of individual types of rooms, of the arrangement of furniture for group use, of the relation of rooms and departments for good circulation both on one floor and on several floors. The graphic diagrams make clear how a teacher group and the executives of a school can develop a set of plans (so that the architect can make the final drawings) to exactly meet the needs of an individual school program. Tabulations of standards of daylighting rooms, room areas, modular areas, sanitary fittings, etc., are included. The U. S. Office of Education and the several state school building divisions may well study this report as an example of an interesting, informal document.

Delbridge Withholding Tax Chart

Cloth, quarto, 34 pp., \$7.50. Delbridge Calculating Systems, St. Louis, Mo.

This book which is offered in weekly, biweekly, semi-monthly, and monthly editions, provides in a series of tables the combined social security and withholding tax figures for earnings ranging from 35 cents to \$200 per week. The arrangement is simple and allows of quick transcriptions for pay-roll journals, employees' earning records, and pay-roll deductions. It will be useful in school pay-roll offices.

School Enrollment of the Civilian Population, October, 1949

Compiled by Roy V. Peel, director of the Census. Paper, 10 pp. Series P-20, No. 30, April 26, 1950. Published by the U. S. Department of Commerce, Washington 25, D. C.

A report on school enrollment, showing a new record of 29 million persons enrolled in school or college at the beginning of the school year 1949-50. The new enrollment topped the previous year's record by 900,000 persons, and the larger part of the increase was concentrated in the age group 6 to 9 years old, comprising the war babies born during the war period.

Of the total of 29 million persons, 20,500,000 were in the elementary schools, 6,500,000 were in high schools, and 2,300,000 in college or professional schools. Of the 11 million veterans of World War II, about one million were enrolled in school or college, and these constituted 37 per cent of the school population of this age group, 18 to 24 years.

Standards, etc., for Fans

Bulletin 110. Paper, 32 pp. National Fan Manufacturers Association, Detroit 26, Mich.

The present bulletin, the full title of which is "Standards, Definitions, Terms, and Test Codes for Centrifugal, Axial, and Propeller Fans," combines in one publication the standard data on the construction and operation of the common types of fans. Complete tables include (1) classification of air movement apparatus, (2) arrangement of drives and direction of rotation and discharge, (3) standard sizes of fans, (4) codes for testing fans, (5) recording and use of test data, (6) symbols, formulas, and standard tables of air densities and weights, (7) sound measurements, and (8) miscellaneous data. In the school-business department the bulletin is an essential source of information on fans.



Junior High School,
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America's leading architects and engineers will be found to concur in these conclusions.

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New Suntan Color Makes Class Rooms More Attractive . . . Finish Resists Scratches

In keeping with the desire for brighter, cheerier classrooms, No. 260 Steel Movable Desks are available in the gorgeous new SUNTAN finish. The desk tops, seats and backs are also given a CELSYN coating — a coating so hard and tough it resists scratching to a remarkable degree. Write for complete information on No. 260 Steel Movable Desks.

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The PEABODY Line is a complete quality line of school seating, desks, chairs, tables, teachers' and administrators' desks and folding chairs. From this one manufacturer purchasers of school equipment can buy all necessary school furniture and be protected by the PEABODY ironclad guarantee of superior quality, workmanship, material and correctness of design.

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HOLD CONFERENCE ON FINANCING SCHOOL PLANT PROGRAMS

Professor Theodore L. Reller of the University of California at Berkeley has announced that representatives of all Western States are being invited by the University of California and the California State Department of Education to participate in a conference on Financing School Plant Programs. The conference will last three days, July 12 to 14, and will be located on the University campus. Both emergency and long-range programs will be analyzed, with the emphasis on the latter. Seven major problems have been set up for discussion:

1. How can immediate and long time school plant program needs best be determined as a base for state participation in financing?
2. What state agencies should be involved in adminis-

tering the state's participation in financing school plant programs and what should be the role of each?

3. How should the state determine the nature, educational adequacy, amount and costs of school plant facilities for which state financial assistance should be granted?

4. What controls and standards should be established by the state for participation and how should they be developed and implemented?

5. How can local ability and effort best be measured and what local effort should be required to qualify for state assistance?

6. To what extent and in what manner should state participation in school plant programs be related to a program of improvement of school district organization?

7. How can state funds for assistance to school plant programs best be raised and distributed for emergency and long-term programs?

The California State Teachers Association and the California Association of School Administrators are aiding the University and State Department in this council.

HOLD CUSTODIAL COURSE

Of interest to building service employees is the 12th Annual Short Course for Building Service Supervisors, Executive Housekeepers, Custodians, Janitors, Engineers, and others to be held June 5 to 9, at Teachers College, Columbia University, New York. There are no formal requirements; the tuition fee is \$20 per person, and applicants may register in advance by mail. Qualified college students may earn one point credit. All communications should be addressed to Professor H. H. Linn, Teachers College, Columbia University, New York, N. Y.

OFFER ANNUAL CUSTODIANS COURSE

Julius Barbour, consultant of building maintenance courses at Michigan State College, East Lansing, has announced the dates for the College's 17th Annual School Custodians, Engineers and Bus Supervisors Conference. Enrollees from the Upper Peninsula will attend the Conference from June 21 to 23 at the Northern Michigan College of Education, Marquette, while a duplicate Conference will be held for Lower Peninsula students from June 28 to 30 at Michigan State College. Sections of study will include head custodial work; housekeeping; heating, ventilating, and lighting; care of grounds; general maintenance; and school bus operation. Students having perfect attendance will receive 15 hours of special credit toward the 300 hours necessary for a Building Maintenance Course certificate. The certificate is issued by the State Office of Vocational Education and the Michigan State College.

ANNOUNCE 1950 SCHOOL BUILDING CONFERENCE

Announcement has been made of plans for the 1950 School Building Conference, to be held July 14 and 15, at Indiana University, Bloomington, Ind. It will be a work type conference. A number of experts will be present to offer suggestions regarding a new type elementary school, a community center type of plan, a new type library, audio-visual education facilities, and facilities for radio and television.

The conference will be in charge of Paul W. Seagers, consultant in school planning for the Division of Research and Field Planning, Indiana University, Bloomington, Ind.

THE SUMMER RENOVATION JOB

(Concluded from page 32)

are removed, subsequent applications of sealer or paint will peel off.

In resealing a floor, patch the bare spots with the sealer first. If the bare spots are very porous, the patch may need two coats, after which go over the entire area. In following this plan the bare spots are less likely to show through the finished job.

Except for the gymnasium, all sealed floors should be waxed to extend the life of the sealer. The wax will wear off, of course, but it is much cheaper and easier to replace than the sealer, and wax makes maintenance simpler and the floors more attractive. Wax is not recommended for the gymnasium floor.

At the end of the summer renovation project there should be a sense of real satisfaction in looking back over those months of work and production. With the job well done there will be evidence everywhere of accomplishment and to a conscientious worker there is no better compensation.



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Plan. Popular teaching aids are also furnished without charge.

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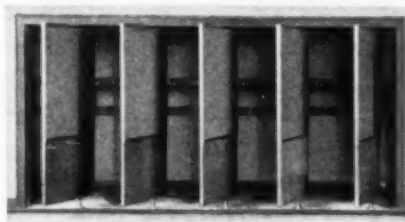


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SCHOOL BOND SALES

During the month of March, 1950, school bonds, in the amount of \$78,751,750, were sold in the United States. The average yield of 20 permanent bonds, as of April 1, was 2.01 per cent.

The largest sales of bonds were made in California, \$1,400,000; Illinois, \$4,691,000; Iowa, \$1,550,000; Maryland, \$1,750,000; Michigan, \$1,828,000; Minnesota, \$2,382,000; New Jersey, \$3,609,500; New York, \$8,387,500; North Carolina, \$7,588,000; Ohio, \$14,171,700; Rhode Island, \$3,900,000; Tennessee, \$2,480,000; Texas, \$7,803,000; Utah, \$1,414,000; Wisconsin, \$1,359,000.

During the same period, short-term notes, refunding, and tax-anticipation bonds were sold, in the amount of \$1,541,500.

During the month of April, 1950, school bonds were sold in the amount of \$62,416,951. The largest sales were made in Ohio, \$8,113,328; California, \$6,896,000; Connecticut, \$5,555,000; Texas, \$5,255,000; Michigan, \$4,475,000; Pennsylvania, \$4,250,000.

The average interest rate on large city bonds, as of April 30, was 2.03 per cent.

MILLIONS	JAN.	FEB.	MAR.
120	BOND SALES — CONTRACTS LET: } SQ. FT. VALUE		
110			
100			
90			
80			
70			
60			
50			
40			
30			
20			
10			
5			
1			

School building record of 1950 indicates increased activity in bond sales and contracts let.

SCHOOL BUILDING CONSTRUCTION

During the month of April, 1950, 36 school building projects were reported in 11 states west of the Rocky Mountains, at an estimated cost of \$15,752,000.

During the month of April, 1950, Dodge reported contracts let for 563 educational buildings, at a contract value of \$97,027,000. These contracts were let in 37 states east of the Rocky Mountains.

SCHOOL BUILDING NEWS

► Woodbury, N. J. U. S. Senator Robert C. Hendrickson gave the dedicatory address and Judge John B. Wick, president of the Woodbury board of education, officiated at the laying of the cornerstone of the \$400,000 West End Memorial School. Supt. Warren J. McClain reports that the new school is made up of nine classrooms, including the kindergarten, an auditorium, a library, offices, and a kitchen. Future plans include the construction of two elementary schools and additions to two others.

► Houston, Tex. The board of education has reported that it will need \$25,000,000 to complete its extensive school building program. According to Supt. W. E. Moreland, this money will be required after the \$6,000,000 remaining in bond funds has been spent. Most of the needed buildings are in areas where no schools exist and where a 12-month program will not help. Among

the additional facilities needed are two senior high schools, three junior high schools, and several elementary schools.

► Gilbert, Minn. The school board has carried on a school improvement program during the school year 1949-50. Among the innovations are the installation of new lighting systems, at a cost of \$200 per classroom; the construction of a new junior high school auditorium and a guidance center for the senior high school; improvements to the school heating plants, at a cost of \$2,900; the installation of a sprinkler system as a fire protective measure. The educational program has been improved through the addition of new visual aids and tape-recording programs, new typewriters, and the expansion of the music program. A considerable amount of new equipment has been added to the home economics, industrial arts, science, and music departments.

► The public school at Northfield, Minn., will occupy a new elementary school on September 1. The building which contains 8 classrooms, a community room, a cafeteria, and a library, was erected at a cost of \$375,000. Messrs. Toltz, King & Day, St. Paul, Minn., are the architects.

► Highland Park, Mich. The school board has begun the construction of a nursery school building, to house 75 to 80 young children. The school will be used in the child-development and parent-education programs as applied to the study of child behavior and growth. It will be staffed with three trained nursery teachers and will eventually become a child study center.

► Manistee, Mich. Construction work has been started on a new elementary school, to contain ten classrooms, a kitchen, an all-purpose room, and offices, to house 250 pupils. The building will be entirely modern in design, with the latest in heating, lighting, glass-block walls, and other modern features. Plans and specifications were prepared by Messrs. Kingscott & Associates, architects, of Kalamazoo, Mich.

► Morris, Minn. The board of education is completing an 18-classroom addition to the school building, at a cost of \$296,000. Plans and specifications were prepared by Messrs. Pass & Rocky, architects, of Mankato, Minn. The educational planning was carried out by Supt. Frank J. Fox.

► Westfield, Mass. The city council has appointed a building committee, to work with the school board in the preparation of plans and specifications for new elementary schools. Each school is to contain six classrooms, a kindergarten, an all-purpose room, a health room, a lunchroom, and offices for the school. The educational planning was carried out under the direction of Supt. Thomas J. Abernethy.

► Richland, Wash. Construction work has been started on the new Chief Joseph Junior High School, to cost \$1,418,000. The educational planning for the building was done by Supt. P. A. Wright.

► Under the direction of Supt. Samuel M. Jenness, the schools of Carroll County, Md., have undertaken an extensive school building program. Since September, 1949, the board has completed one new elementary school, a consolidated elementary and junior-senior high school for colored pupils, three elementary school additions, and a high school addition. At present under construction are two elementary schools, a four-room colored elementary school, and additions to three additional elementary schools. Important features of these buildings are glass-block windows, asphalt-tile floors, and oil-radiant heating.

► Worcester, Mass. City Council has given final approval to the use of five acres of Rockwood field, park land, for a proposed \$1,800,000 junior high school. The 15-acre field is under control of the Parks and Recreation Commission. It has given permission for use of five acres for school purposes and the Massachusetts Legislature has also given approval.

Further progress on the erection of the school is being held up pending action by the State Legislature on a City Council request for authority to borrow the \$1,800,000.

► Portland, Ore. The school board has approved preliminary plans and specifications for the new

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Peninsula grade school, to cost approximately \$500,000. The building is being planned by Architects Freeman, Hayslip & Tuft, of Portland.

► Valley Stream, N. Y. The voters of high school district No. 1 have approved a bond issue of \$2,500,000 for financing a school building program. The new program, prepared under the direction of Supervising Principal Richard Udall, provides for a new junior high school and other improvements to the school plant. A special survey of the school plant has been undertaken, under the direction of Dr. W. K. Wilson of the State Education Department.

► Salina, Kans. Construction work has been started on the new 2 million dollar high school building.

► Wichita, Kans. Imperative housing needs of the schools are being met by an extensive school building program, just being started by the school board. The program which will provide 40 addi-

tional classrooms by fall, and 16 projects to be begun later, will involve a cost of \$1,113,000.

► Providence, R. I. The school board has submitted a list of proposed capital projects to the City Plan Commission for the fiscal years 1950-56. The list includes one school for 1951, to cost \$1,200,000; two schools for 1952, to cost \$1,600,000 each; one in 1953, to cost \$1,050,000; and two in 1954, to cost \$1,500,000 and \$950,000 respectively.

► The General Services Administration of the Federal Works Agency, in Washington, has approved a federal grant of \$22,500 for a 20-room school building, in Murray, Utah, to cost \$530,000.

► Hamden, Conn. The school board has ordered a complete survey of the school plant to determine its needs in the way of new housing facilities. The findings will be used in outlining a complete building program to cover a period of years, and to cost \$1,160,000.

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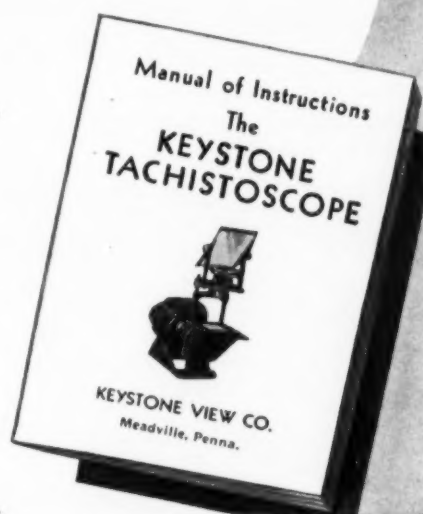
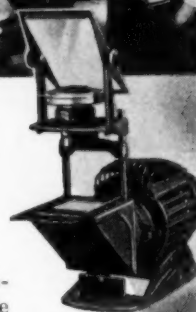
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PERSONAL NEWS

► SUPT. JOHN H. DYER, of Scranton, Pa., has been re-elected to another four-year term.

► SUPT. JOHN W. HEDGE, of Bethlehem, Pa., has been re-elected for a third term, with an increase in salary.

► SUPT. J. FRANK FAUST, of Chambersburg, Pa., has been re-elected for another four-year term.

► SUPT. ROBERT C. METZ, of Ashley, Pa., has been re-elected for a four-year term, at a salary of \$6,000 per year.

► SUPT. L. B. HAWTHORNE, of Mexico, Mo., has announced his early retirement, to take effect July 1, 1950. Mr. Hawthorne is completing a service of 47 years in one school system. He was elected to the superintendency in 1903.

► SUPT. KIAH EVANS, of Platte City, Mo., has been re-elected for a two-year term. Mr. Evans holds the degree of M. of Ed. from the University of Missouri.

► E. N. DENNARD, of Dallas, Tex., has accepted the superintendency at Waco, Tex. He was formerly assistant to Supt. W. T. White and was in charge of administrative duties.

► ROBERT E. SCHEETZ has been elected superintendent of schools at Bangor, Pa., to succeed H. O. Eisenberg.

► SUPT. WILLIAM P. TOLLINGER, of Wilson, Pa., has been re-elected for a second four-year term.

► SUPT. L. C. KEFFAUVER, of Gettysburg, Pa., has been re-elected for a four-year term. Mr. Keffauver is beginning his twenty-fifth year as head of the schools.

► SUPT. JOHN HICKEY, of Erie, Pa., has been re-elected for a four-year term.

► SUPT. NED CULLER, of Connellsville, Pa., has been elected for a four-year term. He succeeds William G. Davis.

► ANDREW S. SUKEL has been elected superintendent of schools at Donora, Pa., to succeed John E. Shambach.

► MARSHALL A. FISHER, of Titusville, Pa., has been re-elected for a four-year term.

► CHARLES C. WEPSIC has been elected superintendent of schools at Avalon, Pa.

► LLOYD HENSON has been elected superintendent of the Lakeview Community Unit at Decatur. He was formerly assistant principal of the Lakeview Junior-Senior High School.

► SUPT. JAMES C. BAY, of Easton, Pa., has been re-elected for a three-year term. He was re-elected for his eighth term by a 5 to 4 vote.

► SUPT. B. FRANK BROWN, of Gulfport, Miss., has been re-elected for a three-year term.

► F. C. GILLESPIE has been re-elected superintendent of schools at Duquesne, Pa., for a four-year term. He succeeded C. H. Wolford in July, 1938.

► SUPT. CHARLES C. SMITH, of Bridgeport, Pa., has been re-elected for another four-year term.

► J. FRED JONES, of Nanticoke, Pa., has accepted the superintendency at Sunbury.

► KENNETH W. MILLER, of Bellefonte, Pa., has been re-elected for a four-year term.

► ADDISON H. SHOWALTER has been elected superintendent of schools at Chester, Pa. He was formerly assistant superintendent.

► DAVID L. SWARTZ, of Corry, Pa., has accepted the superintendency at Carlisle. He succeeds John S. Cartwright.

► HARRY H. RICE has been elected superintendent of schools at Audubon, Iowa, to succeed Allen N. Stroh.

► CLINTON M. PUFF has been re-elected superintendent of schools at Scottsdale, Pa., for a four-year term.

► WILLIAM POTTER, of Franklin, Pa., has been elected superintendent of schools at Wilkinsburg.

► KARL E. BOHREN, of Hanover Pa., has been elected superintendent at Clairton.

► JOHN R. KURTZ has been re-elected superintendent of schools at Vandergrift, Pa.

► SUPT. HARVEY S. BOLAN, of Lebanon, Pa., has been re-elected for another term.

► NORMAN GLASSER, of Carnegie, Pa., has been re-elected for another term.

► IRBY B. CARRUTH, of Waco, Tex., has accepted the superintendency at Austin, where he succeeds J. W. Edgar. He was superintendent at Bonham before assuming the Waco position.

► OWEN LEE BARNETT has resigned as superintendent of schools at Spanish Fork, Utah, to become associate professor of educational administration at Brigham Young University.

► JAMES F. SLOCUM, of Winner, S. Dak., has accepted the superintendency at Huron. He will enter upon his duties July 1.

► SUPT. A. H. BUEKER, of Marshall, Mo., has been re-elected for another year.

► SUPT. D. D. COOPER, of Townsend, Mont., has been elected president of the Montana Education Association.

► WALTER V. STAREY, of Tenant, Iowa, has been elected superintendent of schools at Allerton.

► G. W. ARGO has been elected superintendent of schools at Belle Plaine, Iowa.

► SUPT. L. G. KEITH, of Independence, Mo., has been re-elected for another term.

► EVERETT F. KERR, of Homewood, Ill., has accepted the superintendency of the grade schools at Blue Island. He had been head of the Homewood schools since 1938.

► SUPT. S. L. BENJAMIN, of Galesburg, Mich., has been re-elected for a fourth term.

► CLAYTON C. CHITTICK has been elected superintendent of schools at Ravenna, Mich., to succeed Charles C. Strickland.

► THOMAS F. ORGAN, of Springfield, Neb., has accepted the superintendency at St. Paul, Neb.

► JOSEPH A. GUERRIER, Supervising Principal of Schools at Tarentum, Pa., has been re-elected with a salary of \$8,000 per year.

► SUPT. HENRY G. BEAMER, of East Pittsburgh, Pa., has been re-elected for another term.

► JOHN C. CARTWRIGHT, of Carlisle, Pa., has accepted the superintendency at Allentown.

► SUPT. J. NELSON MOWLS, of Grove City, Pa., has been re-elected for a second four-year term.

► J. MAURICE STRATTAN, formerly supervising principal of schools at West Reading, Pa., has been elected superintendent at Kittanning, effective July 1. He succeeds Dr. Ned Culler, who has taken the superintendency at Connellsville.

► LESTER H. BAUMANN, of Redfield, S. Dak., has been elected superintendent of schools at Yankton, to succeed C. A. Beaver.

► SUPT. M. FORREST TOWRY, of Fairview, Okla., has been re-elected for another term.

► SUPT. T. A. DUGGER, JR., has been re-elected head of the school system at Elizabethton, Tenn.

► GEORGE A. EICHLER has been re-elected to a four-year term as superintendent at Northampton, Pa.

► SUPT. MARY B. MCANDREW, of Carbondale, Pa., has been re-elected to a fifth term as head of the school system.

► SUPT. C. M. MUSSER, of Sharon, Pa., has been re-elected for a four-year term. Mr. Musser will begin his second term as superintendent on July 1.

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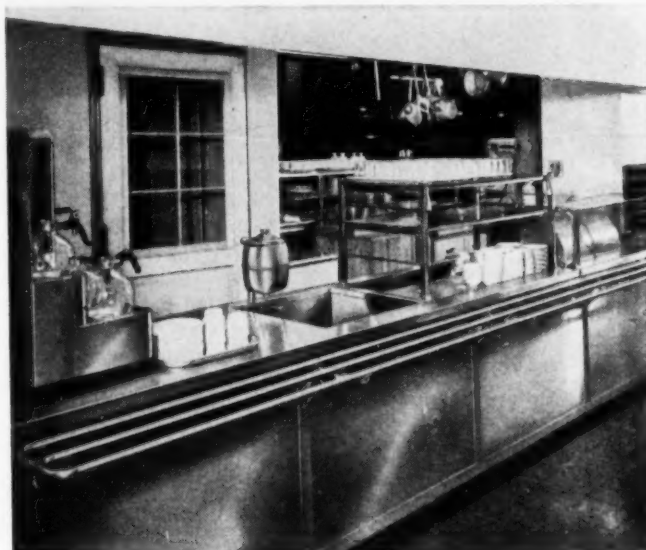
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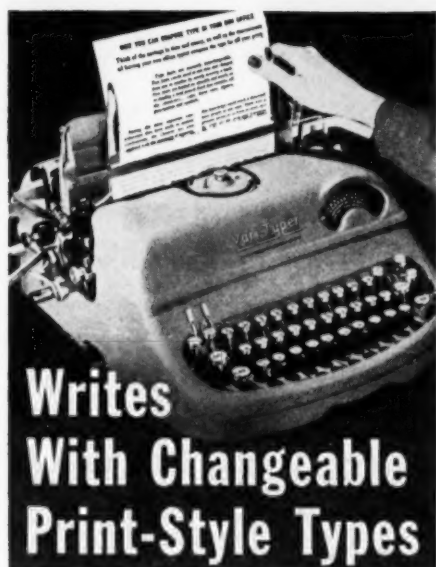
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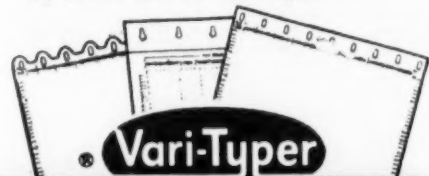
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LONG RANGE AND ANNUAL BUDGETING IN GARY

(Concluded from page 23)

ning there was a \$4000 allocation of funds by the board of education for this purpose. Further details cannot be given in this article. However, it should be stated that the work of the audio-visual education equipment committee has to date resulted in the following fundamental statements of practice: (1) The expenditure of funds is directed toward a definite long-range program. (2) Items for current purchase are selected by the instructional staff on the basis of most immediate need. The long-range program is directed toward allocation of funds on a per pupil basis.

It should be understood that budget procedures discussed above were not developed by the superintendent of the Gary public schools alone, but that many people helped to plan and implement these procedures. These people deserve the credit for this scheme of budget preparation and expenditure.

THE ECONOMIC OF THE SUPERINTENDENT'S SALARY

(Concluded from page 24)

Smith. He is our school superintendent." If you have that type of community feeling you are probably already receiving a salary higher than the average.

Let us assume that such a feeling does exist in a community. Let us also assume that the school board is solidly behind the superintendent, which is most generally the case when the community is. How can one focus the attention of the board on the importance of the superintendent's position, and on the fact that he is underpaid? Should we come right out and ask for a raise? Well, I don't think that would be harmful especially.

Some superintendents have done this—they have prepared a statement for the local board and have given these statements to board members, some time before the meeting called to discuss the superintendent's contract. These statements contained the following information:

Present salary
When set — last year — two years ago
Maximum salary of teachers
Salaries of a few businessmen in your area
Salaries of other superintendents in your area
Comparison of responsibility of superintendent —
show how it has improved in the past few years

You can probably think of other information that you should put on this sheet. I most certainly would make available also the salary suggested by the Michigan formula. It seems to me this is the type of information the school board members need to have. Perhaps they haven't realized how our responsibilities have increased. Information like this may focus attention on the fact that the superintendent is badly underpaid.

Increases in the superintendent's salary must come through the education of the school board and the public to the importance of public education and to the importance of the superintendent as a keyman. A formula is of great aid in achieving this purpose—it should be used—but it is not the total answer as the determining yardstick which a board of education will use. In the final analysis, it is the man himself—his knowledge, his total personality, his ability to administer a school system—who is the determining factor.

THE PROBLEMS OF A SCHOOL BOARD

(Concluded from page 26)

public relations. In using the term public relations. I do not mean the number of lines the local newspapers provide for school news, but the total problem of taking every segment of the community with us along the road toward improved public education. In the board's thinking, the best public relations for any school system is a well-educated child. We recognize that all of the factors of teaching, curriculum, and building enter into this picture. We also believe that teaching and nonteaching personnel must be emissaries and salesmen to a public which is not too well versed in the complexities of modern education techniques. We have had very valuable assistance in public relations from the parent-teacher associations. It is extremely important that we develop co-operation with all other areas of the community, since more than one half of the citizens are not parents and can have no direct contacts with the schools. Before we can build new schools, improve teachers' salaries, or increase the annual tax rate, the public relations program must be completely understood and accepted by each person in the community.

In conclusion, may I state that the board appreciates the excellent and professional service of our teachers. We recognize that a few misunderstood situations have arisen wherein teachers have felt that the board and the teachers were working toward different objectives.

Public education is the concern of every citizen. To have a successful program the board, the teachers, the staff, and the public must be a team. The board has a broad area of responsibility to many persons and to many groups. The teachers have a more limited area of responsibility, but one which is vital. May we, in the words of Joy Elmer Morgan, remember that "the race moves forward through its children."

SAFETY, A COMMUNITY PROJECT

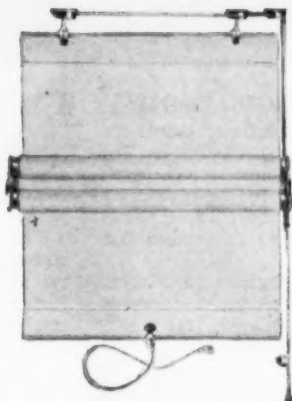
(Concluded from page 28)

roar of approval which went up from the children when they were asked over the loud-speaker, "Do you want to have another bike rodeo next year?"

It cannot be inferred that the problem of safety for school children has been solved in Richmond. Problems of this nature are never completely solved. As long as active and adventuresome youngsters live in a world of mechanical transportation, adults must be vigilant for their safety. It should be fair to state, however, that Richmond has initiated a program which will go far in preserving its greatest asset, the children of the city. A partial measure of the success achieved may be found in the fact that not a single traffic fatality occurred among them last year.

► ASST. SUPT. D. LEO DALEY has been re-elected for a new six-year term at Boston, Mass., for the term beginning September 1, 1950.

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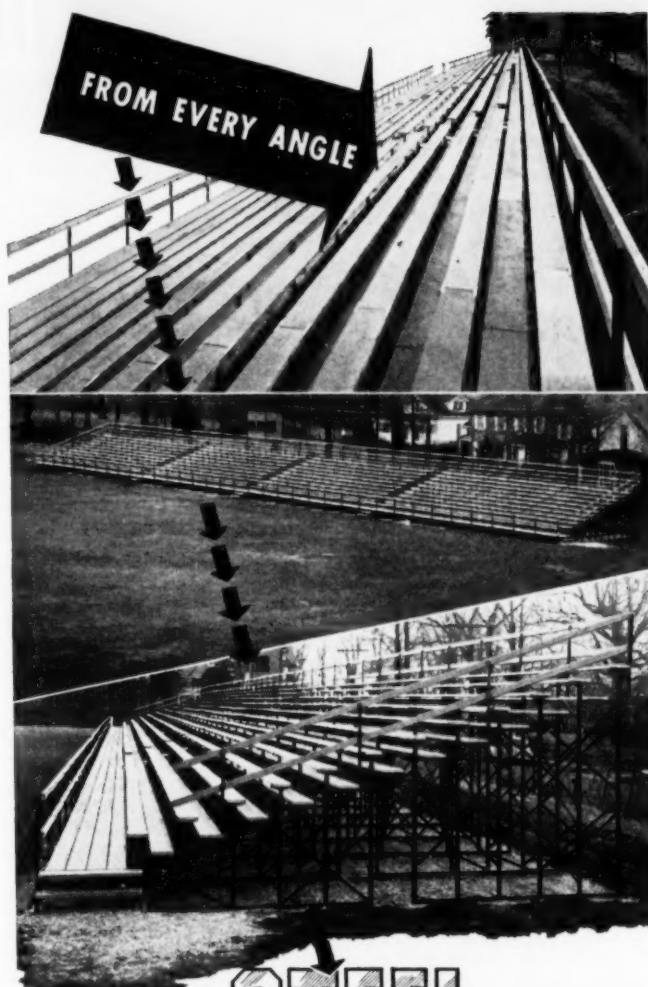
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Thousands of installations in every section of America and in many other parts of the world give ample proof of the pronounced preference for Universal Steel Grandstands. Viewed from every important angle . . . *safety, structural strength, simplicity of assembly, comfort, long life, selectivity of sizes . . .* Universal Steel Grandstands (built to hold more than 4 times the rated live weight load) always meet and usually surpass the most rigid requirements. So don't delay. Arrange to accommodate the crowds by increasing your seating facilities this safe, economical Universal way. Just select the plan you need from table at left or send us your specifications. Complete catalog and prices also free on request.

TABLE OF
SEATING CAPACITIES

PLAN	No. 1	No. 2	No. 3	No. 4
Length	90'0"	138'0"	198'0"	234'0"
Rows High	8	10	10	12
Capacity	520	1000	1430	2028

★ ★ ★
Universal
BLEACHER COMPANY

606 SOUTH NEIL STREET • CHAMPAIGN, ILLINOIS

Bleacher Experts for Over 30 Years

For trouble-free locker control . . . NEW DUDLEY

Master-Keyed P-570

The finest master-keyed padlock. Extra strong 5/16" shackle. 64,000 possible combinations. Sturdy, 3-tumbler mechanism in cast aluminum case.



Master-Charted Stainless Steel RD-2

Dudley Locks are guaranteed for two years. Write for free Catalog Folder that also shows built-in, master-keyed S-540.

DUDLEY LOCK CORPORATION

570 West Monroe St., Dept. 612, Chicago 6, Ill.

All-weather playgrounds now possible for every school at less than \$1.00 per square yard. . . . Improve the health and phy. ed. program with an outdoor gymnasium of smooth, dry, resilient NATURAL ROCK ASPHALT. Your surfacing costs can be cut in half. CONSULTING SERVICE. Program planning, with the aid of school employees. Efficient space utilization for health and physical education activities.

O. R. BARKDOLL, EDUCATIONAL CONSULTANT
Downers Grove Illinois

INDUSTRIAL ARTS and VOCATIONAL EDUCATION

An authoritative source of information and guidance in organizing, planning, equipping and operating school shops for administrators, supervisors, directors and shop instructors.

PROFESSIONAL EDITORIAL MATERIAL covering every phase of industrial education . . . PROBLEMS AND PROJECTS offer practical aids for carrying on the daily shop instruction program.

TEN ISSUES — including 4 feature issues (1) March — School Shop Annual, (2) May — Requisition Number (3) October — Problems and Projects, (4) December — A.V.A. Convention Number. . . . FOR \$3.00

THE BRUCE PUBLISHING COMPANY,
PUBLISHERS

650 Bruce Bldg. Milwaukee 1, Wisconsin

NEW SUPPLIES AND EQUIPMENT

ANNOUNCE NEW INTERIOR PAINTS

For the first time classroom interior paints are available from school supply manufacturers. The Endur Paint Company has announced new, beautiful pastels, with emulsified rubber base, assuring ease of application and washability. These paints are scientifically correct for light reflectance and brightness for schoolrooms.

The Endur system includes green resurfacing material for slate and composition blackboards and nonslip floor paints for concrete and wood. Special illustrated circulars and color cards are available.

For complete information write to the Endur Paint Company, 46 Cornhill St., Boston 8, Mass. For brief reference use ASBJ-0601.

FENESTRA OFFERS BUILDING PANELS

The Detroit Steel Products Company has issued a new 38-page, two-color catalog, describing and illustrating the use of a new, complete line of Fenestra steel and aluminum building construction panels.

Fenestra building panels have been widely used where lightweight, fireproof unit panels are needed. The line includes:

1. Steel-aluminum and aluminum-steel wall panels which are insulated, quickly set up, and demountable. The panels can also be had with acoustic treatment.
2. Deck and floor panels of steel for rapid heavy-duty construction.
3. Holorib steel decks for floors, acoustical roofs, and reinforced roof forms.

The catalog includes complete specifications, fire-resistance tables, etc.

The catalog is available from the Detroit Steel Products Co., 3167 Griffin St., Detroit 11, Mich.

For brief reference use ASBJ-0602.

PITTSBURGH-CORNING DAYLIGHTING RESEARCH CENTER

An experimental classroom building, the only one of its especial kind, has been completed at Port Allegany, Pa., by the Pittsburgh-Corning Corporation.

Designed in accordance with the latest construction practices, this Daylighting Research Center serves as an experimental station for the testing of glass-block fenestration performance and the general development of a co-ordinated classroom.

In this experimental building the walls, ceiling, floor, desk tops, and other surfaces are all light in color to insure high reflection qualities. A panel of PC soft-lite prism B-55, light-directing glass blocks, is located on the southern exposure, to provide adequate, evenly dispersed daylight throughout the room and to maintain low brightness ratios in the field of view. The incoming daylight is directed upward, toward the ceiling, where it is reflected downward, evenly lighting the more remote sections of the room. The fenestration includes a vision-and-ventilation strip below the glass block panel, and exterior louvers prevent an overabundance of direct daylight from entering the room through the vision strip.

Research engineers are allowed full freedom to experiment in this new classroom. Comparison tests of various glass-block patterns are easily made since any blocks can be readily removed. The mortar around a block can be easily chipped away, a new block inserted, and fresh mortar tamped around the block perimeter. This method of changing blocks permits illuminating experts to carry on detailed studies of lighting and to record results.

For complete information write to the Pittsburgh-Corning Corporation, 307 Fourth Ave., Pittsburgh, Pa.

For brief reference use ASBJ-0603.

ANNOUNCE "LITTLE GIANT" ELECTRON MICROSCOPE

A new Electron Microscope, with widened horizon, but reduced in size, complexity, and cost, has been announced by RCA Victor, Camden, N. J.

This new instrument, which is a simplified 30-in. table model, sells for less than \$6,000, or one third the price of the former RCA Universal Electron microscope. Of revolutionary design, and employing permanent magnet lenses requiring no stabilization circuits and controls, it provides



New RCA Electron Microscope.

useful magnifications up to 50,000 diameters by photographic enlargement, with direct magnification in the instrument ranging up to 6000 diameters. It has a 50,000-watt accelerating potential, affords a means of greatly broadening the application of electron microscopy, and is more than 20 times as powerful as the best optical microscope. It is useful in its applications to metallography, bacteriology, and medicine.

Complete information can be obtained by writing to RCA Victor, Camden, N. J.

For brief reference use ASBJ-0604.

NEW DUDLEY MASTER-KEYED PADLOCK

Extra security is claimed for the new master-keyed padlock, the P-570, announced by the Dudley Lock Corporation.



Dudley Master
Key Padlock.

This new master key cannot be duplicated on commercial keymaking machines. One of 375 key designs is assigned to each locker installation, and the master key is held by the school principal. In addition to the master key feature, the P-570 resists picking and tampering. Locking is automatic when the hasp is pushed home, the dial spinning way to the last number, and all tumblers whirling to new positions. The P-570 has a satin finish dial with 40 combination numbers and divisions printed in black enamel. The chrome-plated steel shackle is locked at the heel and toe into the satin finish, cast-aluminum case. This feature doubles the strength of the lock which is guaranteed for two years.

For complete information write to the Dudley Lock Corporation, 570 West Monroe St., Chicago 6, Ill.

For brief reference use ASBJ-0605.

(Concluded on page 86)



A new member of an old family!

THE LITTLE COOLER
FOR LITTLE
PEOPLE!

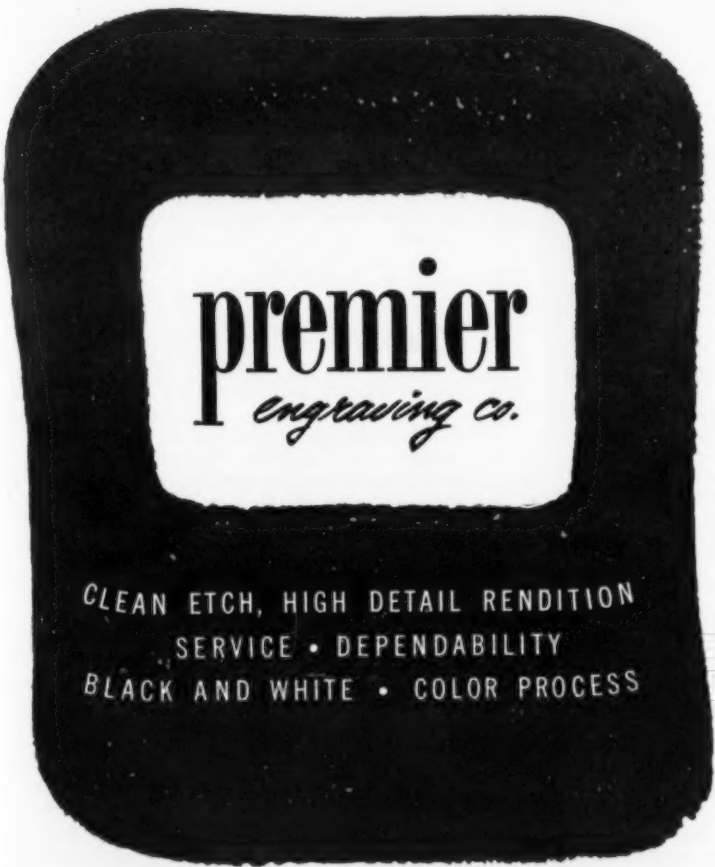


In school cafeterias, or other places where children gather, this latest Halsey Taylor development eliminates end-less confusion and speeds serving time. It's the new Halsey Taylor LO-LEVEL, just the right height for children.

School authorities, plan with the child in mind... get latest literature on the LO-LEVEL, featuring the usual Halsey Taylor hygienic safeguards!

The Halsey W. Taylor Co.
WARREN, OHIO





premier engraving co.

CLEAN ETCH, HIGH DETAIL RENDITION
SERVICE • DEPENDABILITY
BLACK AND WHITE • COLOR PROCESS

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AUXILIARY CHAIRS

STATIONARY

DURABLY CONSTRUCTED FROM
TUBULAR STEEL
AND HARDWOOD

to provide
years of
TROUBLE FREE
COST FREE
SERVICE

in
schools
institutions
hotels
industry



- 1-inch 18 gauge steel tube frame welded into one unit.
- 13 gauge angle steel seat support.
- Tubular, storage type leg stretchers.
- Polished glides — removable by tool only.
- 4 standard seat heights and sizes.
- High-bake enamel finish frame, lacquer satin finish wood parts.
- Solid hardwood or curved plywood styles.

Write for catalog of complete seating line.



Exceptionally sturdy chairs built to withstand the hardest usage. Tubular frame is welded into one integral unit with comfortable posture seat and backrest securely fastened with both rivets and screws for maximum strength. Smooth contact floor guides are attached to prevent removal except by use of tool. Available in two styles as illustrated in standard seat heights of 13, 15, 17 and 18 inches. Alternate sizes from 12 to 18 inches optional. Brown Taupe or Beige frame with School Brown or Natural wood parts.



The NORCOR Line

SCHOOL FURNITURE • FOLDING CHAIRS • TABLES • CARD TABLE SETS
NORCOR MANUFACTURING CO., INC. • GREEN BAY, WISCONSIN

New Supplies and Equipment

(Concluded from page 84)

SYLVANIA ELECTRIC ANNOUNCES 4-LAMP-SHIELDED COMMERCIAL LIGHTING FIXTURES

A new shielded, 4-lamp slimline, fluorescent lighting fixture, making possible greater versatility in designing commercial lighting fixtures has been announced by the Sylvania Electric Products Company. This new CL-496 louver-shielded fixture, has a companion unit to the two-lamp CL-296 slimline fluorescent fixture.

The new fixture, which contains four 96-in. T-12 instant-start, single-pin, 75-watt slimline lamps, is identical in other respects to the 2-lamp fixture. It has a one-piece louver shielding assembly, held in position by latches attached to the chassis. Servicing is simplified because the latches can be released easily, and a safety chain attachment permits the louver section to hang free of the chassis. The louvers are provided with a shielding angle of 30 degrees lengthwise and crosswise to the fixture, and single-piece luminous metal panels on each side shield the side brightness. The side panels are removable.

Complete information is available from the Sylvania Electric Products Co., 500 Fifth Ave., New York 18, N. Y.

For brief reference use ASBJ-0606.

NEW UNDERWOOD ALL-ELECTRIC FANFOLD WRITING MACHINE

Automatic retraction of carbon paper is an important feature of the new All-Electric Fanfold Writing Machine, announced by the Underwood Corporation.

Designed for use with either floating sheet carbon, or roll carbon, this multi-copy writing machine increases production and reduces operator effort to a minimum. A form-measuring gauge, equipped with a clamp, grips and holds the top edge of a set of forms, while the carbon paper is automatically moved into the following set of forms. It is especially useful for preparing purchase orders, invoices, bills of lading, waybills, and premium notices.

For complete information write to the Underwood Corporation, 1 Park Ave., New York 16, N. Y.

For brief reference use ASBJ-0607.

NEW CRANE AUTOMATIC VENT AND DRAIN VALVE

The Crane Company has announced an improvement of its automatic vent and drain valve by using a simplified ball-type seating mechanism, which assures accurate seating and longer life.

The valve is easy to install in water or oil piping systems; operation is automatic, and the cycle of filling and emptying is continuous with each accumulation. A complete range of sizes is available to take care of all air requirements and water capacity; the body and cap of the valve are of cast iron; the float is copper; the ball seat is Exelloy; and the ball is hardened, stainless steel.

Complete information is available from the Crane Co., 836 So. Michigan Ave., Chicago, Ill.

For brief reference use ASBJ-0608.

ANNOUNCE NEW SANISTAND TOILET FIXTURE

The American Radiator has announced a new toilet fixture, a woman's urinal, for school and public rest rooms. Made of vitreous china, this fixture is designed especially to prevent the spread of germs and to improve the sanitary condition of women's rest rooms.

Manufactured in white and various pastel shades, the Sanistand presents a modern, hygienic appearance that appeals to women's exacting standards of cleanliness. It is usable by teachers, nurses, school personnel, and children. Easy to

install, the Sanistand fastens securely to the floor. A foot-operated flush pedal answers the demand for utmost cleanliness.

For complete information write to the American Radiator and Standard Sanitary Corporation, Pittsburgh, Pa.

For brief reference use ASBJ-0609.

NEW MOTION PICTURE SCREENS

The theater equipment section of the RCA Victor has announced six specialized motion picture screens to supplement its standard line of Snowwhite and Snowwhite Vinyl plastic screens.

The new line includes the RCA "Seamless Silver" screen for low-intensity lamps. This screen of vinyl plastic construction, is tough and fireproof, has a bright, nontarnishing, aluminum-pigmented surface, and is available with uniform perforations or unperforated.

Another one of the 1950 line is the "Reflectoramic," a two-layer, flameproof, sound screen for use with high-intensity lamps. This screen for use where seats are close to the stage, has a diffusive nylon-woven surface and is pigmented with titanium dioxide.

In addition, a line of seamless screens has been developed, including the "Seamless White" with a diffusive white matte surface, on a 100 per cent vinyl plastic backing. This screen is flameproof, ruptureproof, and can be washed with soap and water.

A new auditorium-stage screen, with special safety construction, has been designed for hanging from a ceiling or mounting on a wall. This screen has ball-bearing, mounted screen roll and worm-gear mechanism, controlled by ropes and pulleys.

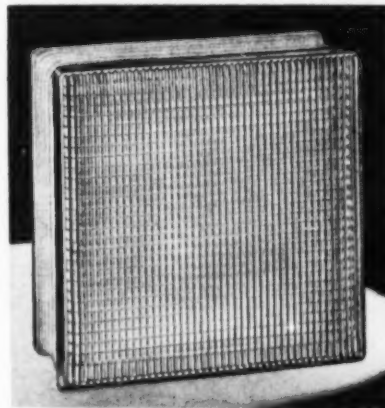
Complete information is available from RCA Victor, Camden, N. J.

For brief reference use ASBJ-0610.

NEW INSULUX GLASS BLOCK

A new type of light-directing glass block, designed to provide better distribution of daylight for school classrooms, has been announced by the Insulux Division of the American Structural Products Company.

Designated as Insulux Light-Directing Glass Block No. 363, this product insures more daylight under many conditions formerly considered unfavorable. The new block diffuses daylight more uniformly to all portions of the classroom, in-



New Light Directional Glass Block.

cluding the chalkboards and tackboards on front and rear walls. The new block offers less surface glare, requires no shades or blinds, and the amount of light in a room is increased considerably in the early morning and later afternoon. For use below eye level, a companion block No. 365 is also available. This block does not direct light upward, but diffuses it uniformly in the vertical and horizontal directions. It can be utilized when no vision sash is desired.

A complete folder describing the new block is available. Write to the American Structural Products Co., Toledo 1, Ohio.

For brief reference use ASBJ-0611.

THIRTY-SEVEN NEW DITTO WORKBOOKS

Ditto, Inc., Chicago, have announced the addition to their line of 37 workbooks printed through carbon paper for reproduction on direct process (liquid) machines. These new books cover such subjects as word study (pre-primers and word books); phonics (direct study lessons and phonics); language (for grades two to eight); arithmetic (beginners' lessons and self-teaching workbooks); science (simple science experiments, two books).

Through the Direct Process Carbon method it is possible to reproduce up to 200 copies from one original on any Direct Process duplicator. Each page is slipsheeted to prevent offsetting, and cleanliness and long life are insured by having the pages bound to offset any rubbing.

For complete information write to Ditto, Inc., 2243 West Harrison St., Chicago 12, Ill.

For brief reference use ASBJ-0612.

APSCO ANNOUNCES NEW 1950 PENCIL SHARPENER

Three new deluxe models — new in styling, features, and construction — have been announced by the Automatic Pencil Sharpener Co., Rockford, Ill. These new sharpeners — the Premier, the Giant, and the Chicago — have a new, modern base styling, with iridescent finish. The large



New Apsco Sharpener.

shaving receptacle has locked construction for holding the receptacle in place for upright or wall attachment.

For complete information write to the Automatic Pencil Sharpener Co., Rockford, Ill.

For brief reference use ASBJ-0613.

FIFTIETH ANNIVERSARY CATALOG

The Oliver C. Steele Manufacturing Company has just issued its Fiftieth Anniversary Catalog GA-450, describing its complete line of window shades for schools. Founded in 1900, by Oliver C. Steele and Enos T. Bell, the firm has grown from a modest beginning to its present dominant position in the industry by adhering rigidly to a single ideal.

The firm is the originator of the duck shade, first developed in 1900, and it was the first to develop metal rollers, metal slats, metal light shields, reversible shades, spring rollers, and rustproof steel pulleys. The booklet contains illustrations of various kinds of roller, folding, and darkening shades, and includes photographs of schools equipped with Steeleco shades.

For complete information write to the Oliver C. Steele Mfg. Co., Spiceland, Ind.

For brief reference use ASBJ-0614.

KEYS TO ELECTRI-CONOMY

"Keys to Electri-conomy," a new 16mm. sound film, has been announced by Remington Rand, Inc., New York City.

This film tells the story of the modernization of a typical business office. It is in fact a filmed recognition of the work of the Remington Rand Laboratory of Advanced Research, as applied to the first all-purpose electric typewriter developed in 1949, and a later model in 1950.

The film is available to schools for free loan, through all Remington-Rand branch offices.

For brief reference use ASBJ-0615.

Advertisers' Products and Services

Shop-Early is the important buy-word in obtaining materials, equipment and supplies for the 1950-51 school year.

Unless orders have been placed for school opening requirements, this should be done at once to insure delivery at the proper time in September.

Product and service information offered by advertisers in THE AMERICAN SCHOOL BOARD JOURNAL for the specification and purchase of materials required in the construction, operation and maintenance of schoolhousing facilities, provide qualified service in the best utilization of their products to meet all schoolhousing requirements.

Information and guidance for the evaluation, selection and utilization of educational requirements and schoolhousing facilities is readily available through producers and distributors experienced and specializing in serving the interests of schools. Refer to the advertisements in the JOURNAL as your directive for the facilities of this qualified service.

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

Code No.	Page No.	Code No.	Page No.
60 All-Steel-Equipment, Inc.....	71	626 Minneapolis-Honeywell Regulator Co.....	3rd cover
61 American Radiator & Standard Sanitary Corp.....	8	627 Nelson, Herman, Division American Air Filter Co.	Ins. bet. 60 & 65
62 American Seating Company.	81	628 Nesbitt, Inc., John J....	4th cover
63 American Structural Products Company.....	69	629 Norcor Mfg. Company, Inc..	85
64 Austral Sales Corp.....	55	630 Oneida Products Corporation	12
65 Barkdoll, O. R.....	84	631 Peabody Company, The....	76
66 Bay West Paper Company..	66	632 Pick Co., Inc., Albert.....	81
67 Certified Equipment Mfgs...	16	633 Pittsburgh-Corning Corp... 2 & 3	
68 Chicago Hardware Foundry Company	70	634 Powers Regulator Co.....	6
69 Compton Company, F. E.	2nd cover	635 Premier Engraving Company	85
610 Coxhead Corp., Ralph C....	82	636 Professional Directory	10
611 Crane Company	11	637 Remington Rand, Inc. (Office Typewriter Div.)....	79
612 Detroit Steel Products Co....	59	638 Remington Rand, Inc. (System Library & Photo Div.)	73
613 Dudley Lock Corporation...	84	639 Reo Motors, Inc.....	13
614 Flynn Mfg. Co., Michael....	67	640 Richards-Wilcox, Mfg. Co... 78	
615 Globe Automatic Sprinkler Company, Inc.	81	641 Sexton & Company, Inc., John	88
616 Goodyear Tire & Rubber Co..	5	642 Sheldon & Company, E. H... 60	
617 Griggs Equipment Company.	83	643 South Bend Lathe Works...	72
618 Hamilton Manufacturing Co.	72	644 Speakman Company.....	4
619 Heywood-Wakefield Co.	72	645 Standard Mfg. Co.....	83
620 Hillyard Sales Companies...	65	646 Taylor Company, Halsey W..	85
621 Huntington Laboratories, Inc.	68	647 Trane Company	7
622 Johnson Service Company...	1	648 Truscon Steel Co.....	14
623 Keystone View Company...	80	649 Underwood Corporation ...	57
624 Maple Flooring Mfgs. Assn.	75	650 Universal Bleacher Company	83
625 Mengel Company, The.....	9	651 Vestal Chemical Company..	74
		652 Westinghouse Electric Corp..	77

USE THIS COUPON →

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

BRUCE-MILWAUKEE

THE AMERICAN SCHOOL BOARD JOURNAL
400 N. Broadway, Milwaukee 1, Wis.

1950

Please send information offered in the advertisements we have encircled.

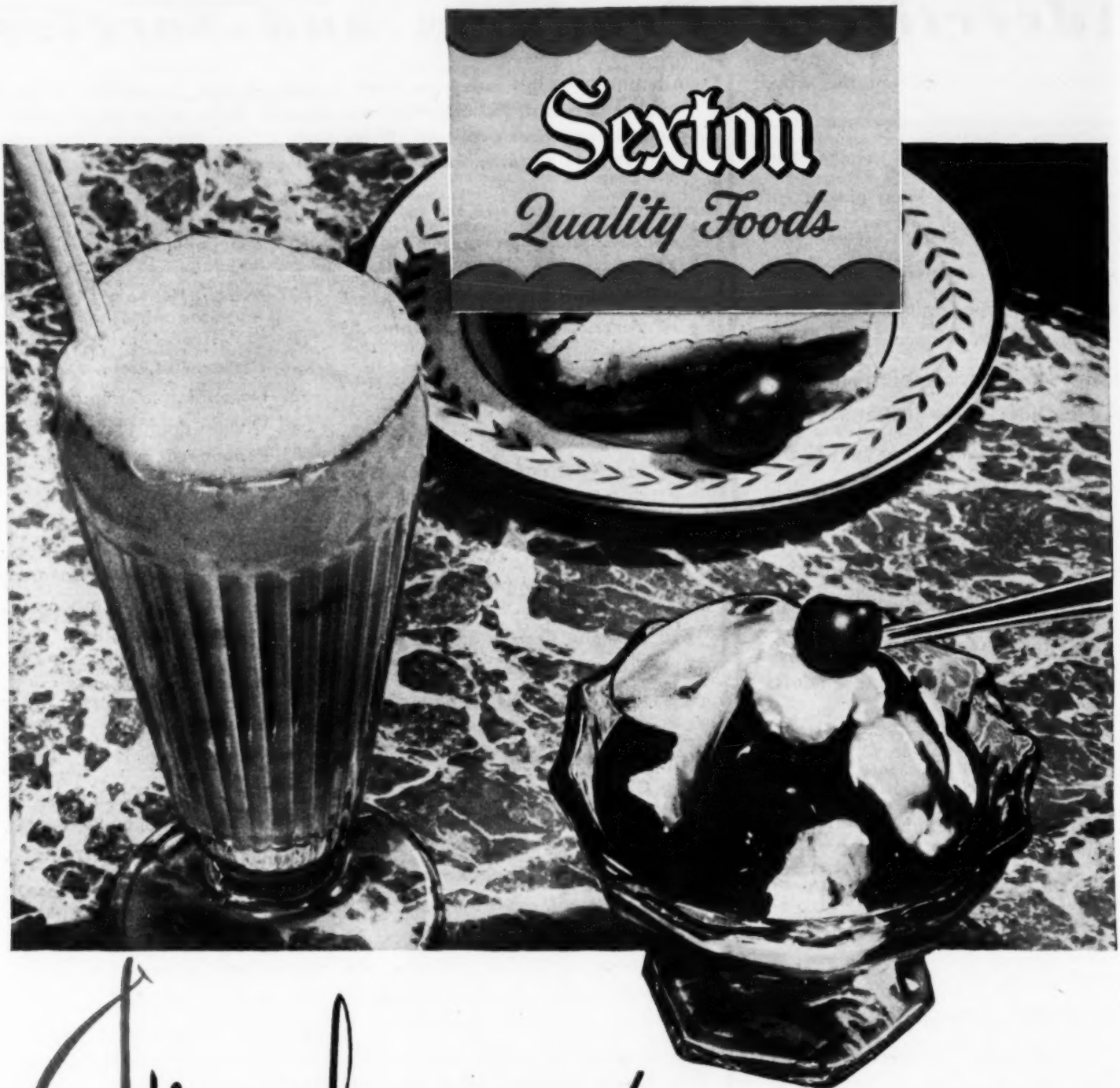
60	61	62	63	64	65	66	67	68	69	610	611
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648	649	650	651	652							

Also information on.....

Name Please Print

Title..... School.....

City..... Zone..... State.....



It's a pleasure!



Good Food for Pleased Guests

Make fountain fans happy with fare from Sexton . . . luscious looking toppings with that "Oh so good" taste . . . rich bodied syrups . . . crushed fruits with traditional Sexton quality and flavor . . . all made in our Sunshine Kitchens, and backed by round-the-clock service. When the Sexton man calls on you, place a trial order.

JOHN SEXTON & CO., 1950

What Lies Beyond?



IDEAL CONDITIONS FOR LEARNING—is that the environment toward which these young students are headed?

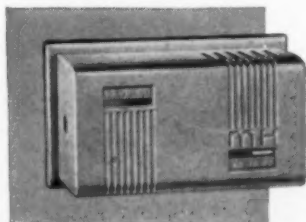
Probably so.

Educators have made astonishing strides in developing the best in Young America. Take just the physical aspect. It is the classroom that has given impetus to the drive for proper habits of diet, oral hygiene, correct seating for good posture, and scientific lighting for better vision.

And now, attention has turned to controlled atmosphere, meaning healthful temperatures, correct humidity and adequate ventilation. Patient research has shown that children require different atmospheric

conditions than adults. Without their own conditions students simply cannot do their best work. It is in this field that Honeywell, world's largest manufacturer of automatic controls for heating and ventilating, is contributing directly to improved classroom conditions.

From the product standpoint, no controls can match the simplicity of Honeywell. This means not only improved performance, but less service, more dependable operation. When you contemplate a plant improvement or building program, don't fail to get the story of controlled atmosphere from Honeywell. Minneapolis-Honeywell, Minneapolis 8, Minnesota. In Canada: Toronto 12, Ontario.



**HONEYWELL SIMPLICITY
SAVES SERVICE**

GUARDING AMERICA'S HEALTH WITH CONTROLLED ATMOSPHERE

MINNEAPOLIS
Honeywell
FIRST IN CONTROLS

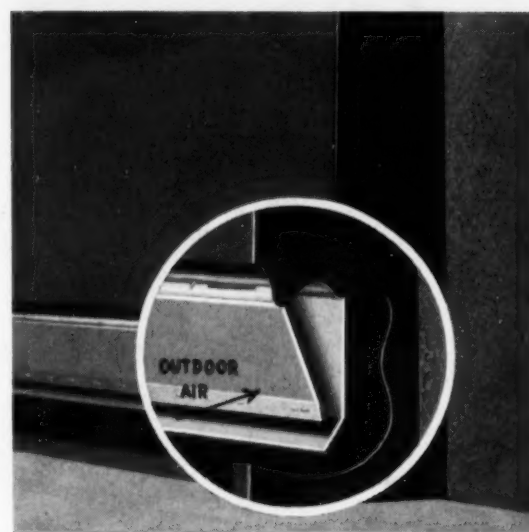
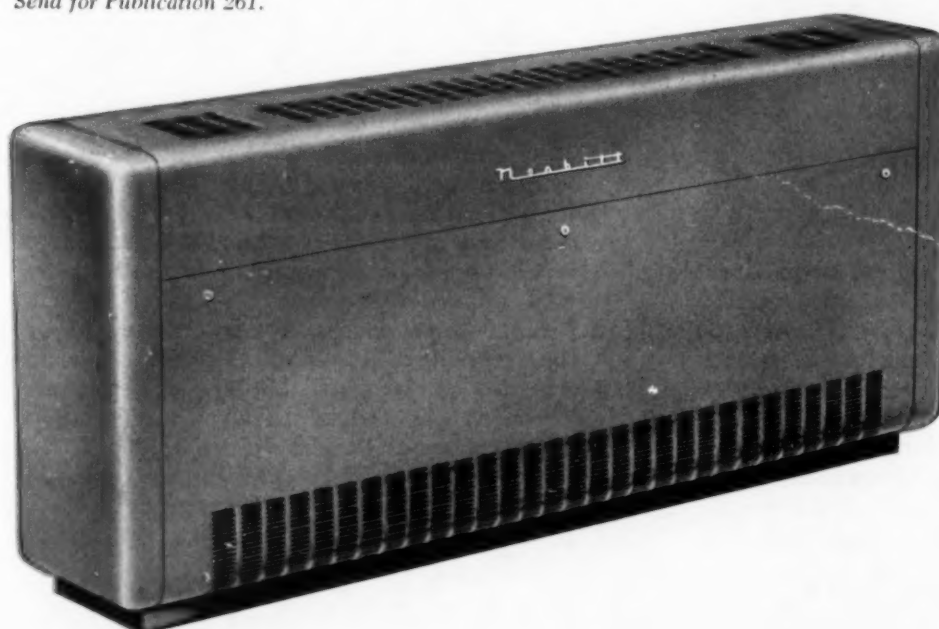
ONLY NESBITT GIVES YOU THE AIR VOLUME STABILIZER

To buy schoolroom heating and ventilating units today and not to get this NESBITT AIR VOLUME STABILIZER is to invite floorline drafts and discomfort on windy days and the waste of costly fuel.

COMFORT is what you want in your classrooms . . . COMFORT is what you pay good money for . . . and COMFORT is what you get with the Nesbitt Series 500 Syncretizer . . . a *New Standard of Classroom Comfort* unmatched by any other unit ventilator because none other is equipped with this latest Nesbitt refinement.

The Air Volume Stabilizer (illustrated at right) prevents outdoor air in excess of the designed percentage from entering the unit. It not only eliminates the cause of "blow-through" but it requires the heating of only the specified quantity of outdoor air, and achieves for the Syncretizer an operating economy not approached by any other unit ventilator.

Study all the exclusive features of the Nesbitt Syncretizer. Send for Publication 261.



Two self-operating pivoted vanes within the outdoor air chamber are sensitive to changes in wind velocity and gradually restrict the outdoor air opening as wind velocities increase.



MEDIUM WIND — As the wind increases the vanes swing inward to restrict the volume of outdoor air.



STRONG WIND — With higher wind velocities the vanes swing fully to close all but a small fraction of the original outdoor air opening.

The Nesbitt Syncretizer Unit Ventilator

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA. SOLD ALSO BY AMERICAN BLOWER CORPORATION

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